

# Participatory project design and development in Vunisinu and Nalase villages, Fiji

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# Acronyms

IWP	International Waters Project
NTF	National Task Force
PPPD	Participatory Project Planning and Design
SPREP	Secretariat of the Pacific Regional Environment Programme

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To the Turaga na Roko Tui Naduguca and members of the Navovula community and the Tui Wailumu and the people of Nalase, we hope we have interpreted the issues you shared correctly and that you will find the workshop report we provide here an accurate representation of what happened at the workshop. We hope that you will find the reports of use as you battle your way to find a better tomorrow for your people — where the interests of current and future generations are treated with equal seriousness and care.

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# 1 Executive summary

The International Waters Project (IWP) aims to strengthen the management and conservation of marine, coastal and freshwater resources in the Pacific Islands region. It is financed through the International Waters Programme of the Global Environment Facility, implemented by the United Nations Development Programme, and executed by the Secretariat of the Pacific Regional Environment Programme (SPREP), in conjunction with the governments of the 14 participating independent Pacific Island countries.

The Participatory Project Planning and Design (PPPD) approach undertaken by the IWP in Fiji involved the training of 15 facilitators from Vunisinu and Nalase villages, who will spearhead the design and development of environmental management projects in the villages. The last phase of the Participatory Project Planning and Design approach involved the organisation of a community workshop (Annex 1). The community workshop was planned and designed by the 15 trained facilitators from Vunisinu and Nalase, in conjunction with the consultant team. The workshop is a culmination of the PPPD activities and is also an early indication of how the facilitators will lead the planning and implementation of future environmental management projects in the villages. The facilitators have been prepared over three weeks with materials and experiences to enable them to effectively mobilise community support for any environment management activities planned and agreed to under the IWP.

The Participatory Project Planning and Design work that was conducted in Vunisinu and Nalase provided the consultant team the opportunity to observe the facilitators from two villages of Vunisinu and Nalase communities conduct community workshops for their people. This was a unique opportunity to see the community facilitators' work with their relatives in the two villages to mobilise local resource management activities and actions. The villagers in Vunisinu and Nalase were unanimous regarding the state of the environmental problems facing them and the resource management activities that they need to undertake to ensure a better future for themselves and their people.

The majority of participants in community workshop were women, which was welcomed, given their known commitment to pursuing the initiatives they support (Annex 2). Why the women outnumbered men is not known, but may be due to the number of villagers who work outside the village. The women particularly benefited from the lessons that explain the close links between environmental management and health issues, which is an area where village women take the leading role.

The commitment in the villages to IWP was evident both in the activities leading to the community workshop and the actual sessions. Villagers were busy with their other responsibilities but were adamant that the workshop should be supported and completed. There were traditional obligations and deaths within the villages and province that required the attendance of certain village members; those who were directly involved in these activities attended to their responsibilities, but the remaining bulk of the villagers continued to come to the workshops.

The target of the project was the empowerment of people, and this has been well demonstrated by the participants, who gained new ideas regarding ways to change their approach to issues such as the sustainability and health of fisheries, waste management and access to clean water. The villagers are ready to undertake new activities based on what they realise they need to do to improve their environment, now and in the future. They are fully aware of their role in addressing their pertinent environmental problems.

The emphasis in the community workshop on self-determined and self-initiated solutions to village problems was significant. The people were receptive to the suggestion that because they are the owners of the land and resources, and are the ones most likely to be affected by changes in environmental conditions, they should be at the forefront of any environmental

management activities undertaken in their villages. Villagers reiterated their role in addressing the main environmental issues they face, and their feeling that these issues need to be addressed immediately. Their actual level of involvement and commitment will be determined when they are asked to implement community-based resource management activities.

Changes in behaviour were already evident. Composting was already practiced and promoted within the villages. Composting toilets and the separation of waste were being trialled in Vunisinu and Nalase. Clean up activities have been undertaken by the villagers since the training workshop. Attempts have also been undertaken in both villages to clear the existing village rubbish dumps and to take the waste to the dumps in Nausori and Suva. The villagers have planted mangroves in parts of the riverbank near Nalase and are contemplating various environmental management activities that need to be addressed, and for which they will need to take the leading role.

The community workshops provided the villagers the chance to discuss their position, prioritise issues and formulate associated projects and resources management activities. The support given by community members to the workshops demonstrates the level of support the facilitators are given by their fellow villagers. The outlook is positive for an engaging experience, resulting in the implementation of resource management activities that will bring about a healthy and productive environment for years to come.





## 2 Introduction

The International Waters Project (IWP)<sup>1</sup> is a 7-year, USD 12 million initiative concerned with management and conservation of marine, coastal and freshwater resources in the Pacific islands region. The project includes two components: an integrated coastal and watershed management component, and an oceanic fisheries management component (the latter has been managed as a separate project). It is financed by the Global Environment Facility under its International Waters Programme. The coastal component is implemented by the United Nations Development Programme and executed by the Secretariat of the Pacific Regional Environment Programme (SPREP), in conjunction with the governments of the 14 independent Pacific island countries: Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu. The ICWM component of the project has a 7-year phase of pilot activities, which started in 2000 and will conclude at the end of 2006.

IWP commenced activities in Fiji in June 2002. The National Task Force (NTF) established by IWP Fiji endorsed the selection of Vunisinu village in the Rewa Province as the IWP pilot project site. The IWP focal areas are community-based waste reduction, sustainable coastal fisheries and protection of freshwater resources. Following the site selection, the next step in pilot project implementation was to work with the community and other stakeholders to identify the root causes of their waste, freshwater conservation and coastal fisheries concerns, in order to determine the problems that could be addressed in the time and resources available.

## 3 Vunisinu and Nalase Community Workshop

The community workshop in Vunisinu and Nalase is the last phase in the Participatory Project Planning and Design work undertaken by the consultant team. The workshop also marks the beginning of the action and implementation phase. The trained facilitators collaborated with the consultant team in the workshop to encourage the involvement of other villagers in addressing the environmental resource problems faced by the villages.

### 3.1 Facilitator preparation

Preparation included a day of work in the village, where the facilitators finalised their lesson plans; a day of mock presentation at the University of the South Pacific; and a fieldtrip along the river, through mangroves and reefs, to see the areas and the resources that need to be better managed. All of the facilitators attended the follow-up sessions and used the opportunity to finalise their lesson plans. The feedback on these activities was positive. The mock presentations allowed the facilitators to make presentations to the group, which evaluated each of their performances, and provided feedback, while the fieldtrip provided an opportunity to see firsthand the state of the fishing grounds. Some villagers accompanied the facilitators on the fieldtrip and demonstrated their fishing skills for the benefit of all the facilitators. Some of the facilitators have little knowledge and information about their fishing grounds (and few fishing skills), in part because of their lack of use of these resources (and possibly because of the lack of resources, due to overuse). The issue of the lack of use is important because of the limitation it places on the resource management options available to the two villages.

### 3.2 Workshop preparation

The consultant team worked with the Chairman of the Environment Committee and Ms Mary Ackley (Peace Corp volunteer in Vunisinu) to determine the topics for the community

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<sup>1</sup> IWP is formally titled Implementation of the Strategic Action Programme of the Pacific Small Islands Developing States.

workshop. Each facilitator was asked to be responsible for a different sessions and was provided with the required materials. It was emphasised that the people needed to be convinced by the facilitators and that they were well equipped to do a good job. The facilitators used the same workshop format as the one used for the facilitators training.

### 3.3 Workshop organisation

The facilitators organised the community workshop, which was a significant achievement, and a credit to the facilitators from Vunisinu and Nalase. The successful organisation of the workshop signifies the willingness of the community to make a concerted effort to engage in self-determined resource management activities. Mr Pita Vatucaawaqa, the Chairman of the Environment Committee at Vunisinu, led the community workshop. He was ably supported by the Head of the Methodist Church in the District, Reverend Ponipate Raburua, Mr Viliame Saumatua of Nalase, Mrs Siteri Kamakorewa, the Women Representative in Vunisinu, Mr Ro Viliame Rasigatale the Head of the Youth in Vunisinu and the two village nurses Mrs Siteri Raimuria of Vunisinu and Mrs Emi Navunisaravi of Nalase. These men and women shared the duties and responsibilities throughout the week. This feature of community organisation was indicative of the organisational arrangements set up in the villages, as well as the extent to which the IWP initiative was engaging the villagers. The main groupings and associations in the villages were represented and it was hoped that the activities and messages shared and agreed to in the workshop would be shared with the rest of the community through these organisations.



## 4 Workshop Outcomes

Highlights of the community workshop included stakeholder engagement (facilitation, stakeholder participation and communicating with stakeholders); identification of resource management problems (stakeholder analysis, participatory problem analysis); learning the social context of resource management problems (participatory impact assessment, socio-economic baseline assessments, methods, analysis of information); and project planning (identifying and selecting solutions, impact assessment, considering options, project mapping).



### 4.1 Stakeholder engagement

The aim of engaging stakeholders was achieved. The facilitators tried to involve representatives of all the main groups in the communities. The chiefs of Vunisinu and Nalase were unable to attend for the entire week because they were sick or busy with other responsibilities, but were present for 3 days. The support of the chiefs was a source of strength for the facilitators and the consultant team. The Turaga na Rokotuinaduguca was in Lomanikoro for a Burebasaga Confederacy meeting on the last day of the workshop, but returned early to see participants off at the close of the workshop. Other notable representatives

included the Mata-ni-vanua (traditional herald) from Vunisinu; all of the heads of the Mataqali; the head of the Methodist Church in Vunisinu village and his treasurer; the representatives of the other three denominations; and the heads of the Youth Groups and Women's Group from both villages. The two village nurses were facilitators and in attendance. Through the Vunisinu Peace Corp volunteer, primary school children were made aware of the importance of and need to manage environmental resources. The engagement of the stakeholders in the villages of Vunisinu and Nalase was complete and inclusive. Participants had useful informal discussions on the problems and issues that need to be addressed during the daily social gatherings.

The workshop emphasised linkages between the physical environment and people's lives. A clean and healthy environment was emphasised as being important to the church, to the health of the people, to the development options that people have, and to future generations. This powerful message captured the attention of participants. By stressing the human links to environmental quality, stakeholders were easily engaged, and then made aware of the challenges.

Within the two villages, people were ready to be part of initiatives to clean up their environment and better utilise and protect its many resources. A worrying point was the sustainability of these environment management activities, which needed to be shared with those stakeholders who did not attend the community workshop, as well as those in other areas (such as within the district, the province and beyond). The failure of the village headmen and the officials of the district, province and government to attend the workshop was regrettable.

## 4.2 Identification of resource management problems

The community workshop provided an opportunity for villagers to reflect on the resource management problems they face, making it important that as many of the stakeholders as possible participate. According to the Participatory Project Planning and Design approach, people should be involved in decision making for all activities that affect them. In this instance, the people were encouraged to discuss the issues they face in using and managing their environmental resources.

Vunisinu and Nalase are estuarine villages; villagers only infrequently use the river mouth and reef resources. The villagers therefore need to involve other stakeholders within their district and province in any resource management initiatives they agree to undertake, if these are to adequately address the pressing resources management issues the villages face. Local action will not be effective unless supported by all stakeholders, particularly in Vunisinu and Nalase, which are affected by activities occurring both upstream, in catchment areas, and downstream, in the surrounding coastal area.

The impact of modernisation is well demonstrated in Vunisinu and Nalase where the land is restricted and nearly all under secondary growth. Farming is limited by the water-logged nature of the area, which is prone to inundation. The impacts of land use and other human activities are clearly evident in the villages.

Some of the problems affecting villagers — and means of addressing them — discussed during the workshop are summarised below.

### *Group 1*

#### *A. Village level*

1. Financial problems
2. Relationship problems

3. Problems of how people are raised and led by their parents
4. Closed community rivalry and conflict

#### *B. Mataqali level*

1. Leadership problems
2. Inter group differences and problems
3. No peaceful co existence amongst the villagers
4. No regular meeting

#### *C. Yavusa*

1. Mataqali leadership is not strongly followed
2. People are not paying regular visits to their chief
3. Self proclaimed leadership
4. Problems of information transfer
5. Rubbish dump
6. Lack of water
7. Lack of proper toilets
8. No unity in the community
9. Lots of rivalry and individualism
10. Little truth in what people say
11. Problems with gardening
12. Stealing
13. Lawlessness

#### *Group 2*

1. Excessive yaqona drinking
2. No respect and consultation within the family
3. Indebtedness
4. Gossiping
5. Not attending church
6. Lawlessness
7. Unwelcome visits from people from elsewhere
8. Lack of food due to little or no gardens
9. Too many de facto relationships and illegitimate children
10. Domesticated animals ruin the gardens
11. No permanent rubbish dump
12. Water problems
13. Too many drunks in the village

#### 14. Too many single youths

##### *Group 3*

1. Problem in raising people
2. Leadership problems
3. Chief is not regularly visited
4. Health problems
5. Land problems
6. Problem of the church

##### *Group 4*

###### *A. Family*

1. People are not god fearing
2. No unity in the village
3. Poor waste disposal
4. Poor financial management
5. Children food not provided well
6. Family activities not planned well

###### *B. Village*

1. Children sent to deliver the waste
2. Drains not properly made
3. Water shortage
4. Waste not disposed properly and the pig sties
5. Waste not sorted
6. Family values are weak and do not emphasise healthy living

##### *Group 5*

1. Lack of water
2. Drug abuse
3. Break ins
4. No unity and respect
5. Many unwelcome visitors
6. Lack of religious following

The problems listed included closely related social, cultural and economic problems that are prevalent in rural communities undergoing modernisation. For the workshop purposes, facilitators focussed on prioritising environmental problems. The main environmental problems that were prioritised include the increasingly depleted fisheries resources, the management of village wastes and the shortage of healthy drinking water. Interrelationships

between these exist: e.g. the management of waste has a direct relationship with village water quality, and the state of fisheries resources.

*Fisheries Resources.* The depletion of fisheries is associated with increasing fishing effort and production as well as alteration of coastal habitats and increasing pollution. Increases in fishing effort are associated with increased population and improved fishing methods. Fishing is conducted in areas further away from the villages, which are showing the impacts of poor land use and upstream waste management. The fact that the people have open access to fisheries resources makes fisheries management difficult, unless everyone in the district and province is united in the adoption of fisheries management activities. Villagers have some ideas about how fishing effort can be reduced and how these problems can be addressed, but are not convinced about the effectiveness of these measures, given the distance of fisheries resources from the village, and the likely problems of exercising control in areas shared with others.

*Waste.* The waste problem is associated with the non-biodegradable and hazardous waste that the people now generate. Waste management is a problem because of the limited land area in Vunisinu and Nalase and the high water table, which restricts alternatives. The current waste dumps are basically heaps where the villagers have piled their waste. These heaps are a collection of assorted wastes that have been subsequently disturbed by the village dogs and cats. The sites are unsightly and unhygienic, and the stench is often overbearing.

Domesticated animals such as pigs pose a threat that villagers are only now becoming aware of. The location of pigsties close to waterways is a major concern, as it worsens the pollution caused by upland activities. In addition, villagers have become aware of the problems posed by their flush toilets. Using flush toilets in areas that lack water, and using cesspools in areas with high water tables (such as the delta areas of Vunisinu and Nalase) threaten villagers and surrounding waters, where people fish for food. Solutions to these waste management problems are now being developed addressed, and may provide useful lessons for the rest of the country.

*Drinking water.* The last of the environmental problems identified by community members is maintenance of a healthy water supply. Water for the village is piped from the Waila Treatment Plant in Nausori. Water pressure is inadequate to service the taps, and villagers have relied on water trucks, which are summoned to the village periodically to provide supplies. The people are now exploring ways of reducing water requirements in the villages, and examining other ways to address water shortages.

### 4.3 Field trip

The field visit to the Waila Water Treatment Plant, Naboro Landfill and Kinoya Sewage Treatment Plant and trip to the fishing ground showed the villagers the extent of the problems that were discussed at the workshop.

The reef is severely degraded; villagers now realise why there have been fewer fish, crab, and shrimp (*moci*) in their waters. There are recurring skin diseases in the villages, caused by environmental conditions such as polluted streams. In one instance, water extracted from the river beside the village for use in the aquaculture ponds caused the fish to die. The people of Nalase also mentioned the lack of life in what was previously a normal productive stream. The problem is such that people have refrained from bathing in the river.

### 4.4 Social Context

The social context is an important part of the participatory project planning and design approach, and must be well understood, so that appropriate solutions can be proposed to

address resource management problems. The social context influences the effectiveness of resource management activities that people undertake.

The people of Vunisinu and Nalase are closely related; there are some intermarriages and the people have close social relations. The two villages share most of their land and sea resources. Both villages are part of the district (*tikina*) of Dreketi in the province of Rewa. Each village is headed by a village chief. The Rokotui Naduguca is the chief of the Navovula clan that reside in Vunisinu while the Tui Wailumu is the chief in Nalase. The villagers are members of different *mataqali* (land owning units) and



have their own traditional roles. The Turaga Ni Koro or village headman leads the activities undertaken by and in the communities. The village headman is a position under the Fijian administration. The headman coordinates the work done in the villages and is the conduit to the various levels of Fijian administration. The headman is the head of development work in the village.

The church plays an important role in the villages. There are a variety of Christian churches present, with differing resource use and management doctrines that influence their activities. The influence of the church is strong and needs to be consistent with the aim to address resource management issues in the villages. The workshop was attended by the Methodist Church Minister and other lay preachers who made the link between God's gift to people and people's responsibilities to care for these provisions.

The workshop discussed the social context through a number of the activities that were undertaken. These were captured graphically during the workshop.

Different village organisations and institutions are involved in the management of resources in Nalase and Vunisinu. The Tui Wailumu, the Village Headman, the Head of the Mataqali (Land owning unit), Women and Youth were at the week long workshop.

## 4 Project planning

The communities in Vunisinu and Nalase are now better able to plan an environmental project after the community workshop. The participatory workshop has provided the people the chance to analyse the problems, learn the social context of resource management problems and assess the social, cultural and economic basis for the planned projects. The projects will be better planned given the different assessments, methods, and information than the people now have.

The discussion of the potential project and solutions made during the workshop should allow for better project plans. Although the villagers at the workshop had done the root cause analysis and agreed to the course of action required to address their most pertinent issues, they also had decided to take the proposals from the workshop to the community for its endorsement. This is an important decision because the people who were not at the workshop need to agree with the action that was passed by the people who were at the workshop.

It is hoped that the communities will endorse the proposal from the workshop because all people including those that were not at the meeting need to be involved in the planned

activities. This is important because of the requirements that individuals and families in the two villages are expected to make. In addition, the people should all be familiar with what is being planned and undertaken.

Some of the options that were assessed and some of the chosen courses of action that were proposed at the workshop are provided below in Table 1.

## 4.2 Village waste campaign

Vunisinu and Nalase villagers plan to hire two “Waste Care” bins that are to be at the road side in the villages for a week before they are picked up by Waste Care trucks.

The villagers have also agreed that waste is to be sorted out by every household in the villages. Plastics, glass and tins are to be filled into plastic bags and placed into bins made from 44 gallon drums. A drum will be provided for every two houses in the village. Each week after the collection of rubbish, the bins will be fitted with a fresh black plastic bag. Green food peelings are to be composted to enrich the soil used as gardens.

On every Wednesdays, a wheelbarrow that will be provided to each of the villages will be used to collect the rubbish from every bin. The rubbish will be off loaded at the “Waste Care” bins provided.

There will be a clean up week after this system is in operation. This is to collect all plastics and glass and other rubbish in and around the village. This rubbish will be cleared and taken to Lami Dump. See Table 2 for summary of the waste campaign costs.



**Table 1: Community action plan to minimise wet and dry rubbish**

<b>Solution</b>	<b>Stakeholders</b>	<b>Input</b>	<b>Output</b>	<b>Timeline</b>
<b>Group 1</b>				
1. Dishwashing water, washing water – water plants	Us	Use drums and buckets to keep water	For more fresh flowers	Now onwards
2. Weedicides – don't buy, use knives - weed	Us	Ministry of Agriculture – provide knives for weeding village	More better healthy crops	After the workshop
3. Water from the toilet – use the compost toilet	Us	IWP, Mary Ackley (Peace Corp), working tools	For a healthy and clean village, and manure	After the workshop
4. Pigsty – move far away	Us	Timber, nails, cement, wire	Clean and healthy living, clean environ.	After the workshop
<b>Group 2</b>				
1. Pigsty – moved far away from water bodies	Villagers	Place that is far from the village and streams	Free from bad smell Living organisms in streams will not be affected	After the workshop
2. Compost toilet	Villagers	Materials for toilet (corrugated iron) timber, cement, tank... etc)	Healthy living Production of manure Less water demand	After the workshop
3. Washing water, dishwashing water, bath water to have one pipe running through	Villagers	Have a proper aerated place	Live happy, healthy and clean living	After the workshop
<b>Group 3</b>				
1. Compost	Us, Mere	Materials for compost	Reduces rubbish	Now
2. Classification of rubbish – cans and tins, plastic, bottles	Villagers	Take to Nausori rubbish dump (Suva)	Reduces rubbish	Now
3. Making baskets and shopping bags	Us	Weave baskets	Reduces the use of plastic	Now
<b>Group 4</b>				
1. Keep somewhere (compost: food rubbish, dalo, cassava/oranges)	Individuals	Vacant place to build a compost – knife, spade, nails/hammers	Healthy and clean living, manure	After the workshop
2. Can use to plant flowers and store water (empty milk cartons)	Individuals	Make shelves for flowers or keep in fridge for ice cubes	Keep house looking clean and beautiful	After the workshop
3. Do not use plastic bags, weave baskets for shopping	Individuals	Use coconut leaves to weave baskets	Clean living	Now
4. Collect empty tins and cans and take to Nausori rubbish dump	Villagers	Truck to carry empty cans	Reduce mosquitoes in village	Right now

**Table 2: Village waste campaign costs**

<b>Component</b>	<b>Cost in FJD</b>
24 x 44 gallon drums x \$5.63 each	\$135.12
Timber	\$79.20
1 load river gravel	\$150.00
3 bags cement x \$12.00	\$36.00
3 litres paint x \$15.00	\$45.00
2 litres rust guard x \$18.00	\$36.00
4 pairs hand gloves x \$3.70	\$14.80
2 paint brush x \$3.95	\$7.90
3" nails 1 packet	\$6.00
<i>Monthly Operations and Maintenance Budget Estimate</i>	
Garbage Bags 20 packets x \$1.99	\$39.80
Bin Rental (4.7 cm bin) 2 bins x \$46.50	\$93.00
Pick-up fees 2 pick ups x \$55.00	\$110.00
<b>TOTAL MONTHLY COST</b>	<b>\$242.80</b>
Levy Per Household     (\$242.80 ÷ 56)	\$4.34/month
Each Household will pay	\$5.00/month

Note: FJD 0.66 excess per household is designated for unforeseen maintenance costs.

## *Outputs*

The waste in Vunisinu and Nalase will be taken to the dump in Suva and the new landfill in Naboro. No part of the land in the two villages will be used for the waste dump. The development will result in a friendly environment with no foul smell; skin diseases will be reduced, and there will be fewer pollutants to the qoliqoli (traditional inshore fishing grounds) – resulting in more fish, crabs and shrimps for the community.

## **4.3 Additional projects**

Other projects that are being planned included the following initiatives:

1. Composting Toilet
2. Fisheries Management
3. Water Management
4. Proper piggery

The composting toilet is being trialled in Vunisinu under an independent initiative. Its use will depend on its successful trial.

Fisheries management will be difficult given the location of the villages. The main fisheries are for mud lobster and crabs, which are found in the mangroves. Any river fisheries management will require the support of all surrounding communities and stakeholders.

Water problems are expected to be solved with the commissioning of a new water main to the district. Villagers have also decided to boil their water after the fieldtrip to the Water Treatment Plant in Waila.

People are aware of the imminent danger the village piggeries poses and of the need to address the associated problems.

## 5 Lessons Learned

The community workshop helped raise people's awareness of the pressing environmental problems they face. Villagers were united in identifying the problems they face and welcomed the chance to explore them, their causes and how they can be best addressed. The issues of declining fisheries resources, management of the villagers' waste and the lack of a healthy water supply to Vunisinu and Nalase were well covered in the villagers' discussions. Priorities were identified after discussions that involved analysis of stakeholders, social and economic factors (including economic viability, alternative sources of livelihood, and cost benefit analysis), good governance, community planning, root cause analysis and planned solutions. These ideas made people think outside the box when considering possible solutions to their situations.

The workshop was a timely reminder to the community of their role in determining a better future for their children. It was emphasised in the workshop that the people should be responsible for the solutions to the problems facing their communities.

It also was pleasing to see the new approach and activities already underway to address the problems. Wastes were collected and separated for compost while plans have been drawn regarding improvements in alternative uses and solutions. The people were convinced of the need to move away from wasteful flush toilets to more appropriate methods. This new idea needed to be endorsed by the villagers but was one that seemed logical for the area given the water shortage and the high water table. The workshop concluded that it was ironic that in a place where water was constantly in short supply that the people used good drinking water to flush their toilets.

The facilitators have an important role to play in the continuation of the effort to better manage the environmental resources in Vunisinu and Nalase. The facilitators have successfully hosted the community workshop and have convinced their relatives of what needed to be done. The facilitators need to continue to aspire and promote welcome changes within the two villages. These will be challenging as these people will be expected to lead the initiatives from in front.

The involvement of the women in the community workshop presented wonderful new opportunities to bring about welcome changes. The women are important to the implementation of the environment management projects in Vunisinu and Nalase. They are likely to commit themselves to the initiatives if they can visualise how the environment management activities can directly benefit them in fulfilling their duties.

The commitment of the villagers to the management of their environmental resources has been adequately demonstrated. The villagers are now more aware of environmental problems in their areas and of the role they need to perform. By attending three weeks of workshops within a period of five weeks, the people have given a definite indication of their commitment to solve these problems.

The villagers now need to implement some of the plans they have formulated. Empowerment is associated with knowledge of their situation, which the villagers now openly share. The workshops were a medium that allowed the transmission of knowledge. The villagers were unanimous in the need to have a wealthy and vibrant physical environment and want to proceed with the required activities that will help them realise that goal.

The community workshop like the one for facilitators before it stressed the need for self determined and initiated resource management activities. This is critical because the people need to be involved in the various stages of the process resource management is to be relevant, appropriate and effective.

## 6 Recommendations

The main recommendations from the workshop focus on the need to enhance the involvement of local communities in the management of their environmental resources.

1. The people are ready to be involved in resource management activities and need to be supported in their effort.
2. There should be better understanding of what IWP can do so that people can plan their activities with more certainty.
3. Communications must be improved to ensure that misunderstanding is avoided and that there is constant consultation between the villagers and their IWP partners.
4. IWP should have a Fijian speaker since they are working in a Fijian community.
5. Genuine collaboration in the communities should be emphasised by taking advantage of local facilitators and leaders.
6. The IWP has to identify and work with village champions to promote its activities.
7. All the instructors should converse in Fijian and be able to conduct their lessons in the vernacular.
8. The villagers need to be accurately aware of what the IWP partners will and will not do.
9. The IWP staff should use the bottom-up approach for all activities. Currently, activities are being carried out using a top-down approach.
10. IWP staff should be more accepting of the advice of all stakeholders (e.g. nongovernmental organisations, Peace Corps, Japan International Cooperation Agency, and the University of the South Pacific). The villages themselves have a lot to offer the project and should be used to the fullest extent.
11. IWP, the stakeholders and the community (especially the facilitators) must meet regularly so that all parties can offer their knowledge and resources. A monthly meeting of the partners (especially with chief and NDC) will aid in the promotion of project activities.
12. IWP staff should visit the village regularly to observe project activities, and in particular the mobilisation of village labour to build and maintain project activities. This process will enhance the gaining of an understanding of the challenges the villagers face in carrying out project activities.



## Annex 1

Terms of reference: consultant to train local facilitators and facilitate participatory project planning and design activities at International Waters Project pilot site

### International Waters Project - Fiji

#### **Introduction**

The Strategic Action Programme for the International Waters of the Developing Small Islands States of the Pacific (the IWP) commenced activities in Fiji in June 2002. IWP - Fiji's National Task Force (NTF) endorsed the selection of Vunisinu village in the Rewa Province as IWP's pilot project site. IWP's focal areas are community-based waste reduction, sustainable coastal fisheries and protection of freshwater resources. The next step in implementation of the pilot project is to work with the community and other stakeholders to identify the root causes of their waste, freshwater conservation and coastal fisheries concerns in order to determine which of the problems can be addressed with the time and resources available. A consultant will be hired to train local facilitators to work with local stakeholders to consider their environmental problems, issues impacting on problems and possible solutions...

#### **Objective**

1. To build capacity by training local facilitators on how to use participatory social analysis techniques, participatory problem analysis and project mapping exercise (see output 3 below) to identify root causes of problems relating to waste management, protection of freshwater resources and coastal and marine habitat degradation in Vunisinu.
2. To facilitate Participatory Project Planning and Design (See output 5 below).

#### **Background**

With stakeholder participation a key objective of the IWP pilot projects, activities are to be carried out within an integrated participatory planning framework. This involves using a range of participatory (and non participatory) techniques and tools to work with stakeholders in the design of their project to address root causes of their environmental problems. This involves stakeholder analysis, participatory problem analysis, consideration of social and economic and environmental issues impacting on the problems using a range of tools, development of action plans or project maps to pilot options, and collection of additional information to describe the baseline situation and develop monitoring plans.

PPA is a rapid, visual exercise that helps the community collaboratively identify and analyse key factors and possible root causes of the problem that the pilot project is intended to address.

The PPA is a "process approach" to project development and implementation, as opposed to a "blue-print" approach. Participatory Problem Analysis is used to get a 'big picture' of the existing situation and to identify root causes that lead to the overall problem. This is the first step in a logical process of identifying actual potential strategies for intervention as part of a pilot project. Utilizing the result of the problem-analysis, this information can be used for a conceptual "Project Mapping" exercise, a participatory approach for identifying goals, broad objectives, and developing strategies (e.g. activities) to address issues.

This is a critical step in the design and implementation of the pilot project since it is a prerequisite to identifying possible responses to the problem. The resulting project will be poorly designed unless the situation at the start of the project is adequately described. Some common difficulties faced are:

- the root cause of the problem probably will not be correctly identified;

- the problem itself will probably not be correctly understood;
- the objectives for the project will be poorly conceived; and
- the strategies to address the problem may be inadequate.

In summary, the resulting project will be poorly designed and the risk of failure, such as developing unsustainable solutions, will increase. It is therefore imperative that a consultant with relevant expertise be hired to train local facilitators and assist them in working with local stakeholders to assess their environmental problems and develop appropriate local strategies or management plans to address them.

## **Outputs**

### **Reports for the consultant**

A **Preliminary Report** on the training activities that includes an outline of follow-up activities (including responsibilities for their implementation, see Reports section). The Preliminary Report must include:

- i) Outline of proposed training course to be delivered session-by-session;
- ii) Related follow-up activities (e.g. community consultations and workshops) and responsibilities for their implementation;
- iii) Itemized list of materials required for training workshop and consultations, including 3 quotations from firms who accept government LPO's.

A **Trainer's Report** evaluating the training workshop (The Trainer's Report must include:

- iv) Description of training activities undertaken at Vunisinu;
- v) Outcomes;
- vi) Constraints;
- vii) Lessons learned;
- viii) Participant evaluations;
- ix) Additional training needs;
- x) Recommendations.

A Final combined consultant and facilitators **Report on local stakeholder Consultations and Results of Participatory Project Planning**, written in collaboration with local facilitators The final report must include coverage of activities undertaken at Vunisinu, stakeholder consultations, stakeholder profiles, results and findings of PP A. The Consultant must provide guidelines and forms specifying the content of facilitator reports, and supervise the local facilitators in the writing of these reports. The Consultant must incorporate information from local facilitators' reports into the Combined Report. The Consultant must submit the hardcopy and electronic format of the Combined Report to the National Coordinator within 10 working days of the completion of the PPA workshop. The Combined Report must include:

- i) Analysis of stakeholder engagement (facilitation, stakeholder participation and communication with stakeholders);
- ii) Identification of resource management problems; (stakeholder analysis; participatory problem analysis);
- iii) Analysis of the social context of resource management problems (participatory impact assessment, socio-economic baseline assessments, methods, information collected);
- iv) Project planning (identification and selection of solutions, impact assessment, consideration of options, project mapping)

The Consultant is engaged to:

1. Prepare a preliminary report on the proposed training activities. The draft SPREP Resource Kit on Social Assessment and Planning for Participatory Natural Resource Management in the South Pacific will form the basis of the course material. This should be submitted to the National Coordinator, PDT and PCU for review 2 weeks prior to training commencement. This will form the basis of a schedule on training and topics to be covered be distributed as a background paper to participants before training takes place. The consultant will also provide an itemized list of resource materials required for the training workshop, as well as quotations from three companies that accept government Local Purchase orders (LPO's). While the consultant will be paid for his/her services, IWP will pay for and provide workshop materials. The Preliminary Report on the training activities will include an outline of follow-up activities (including responsibilities for their implementation) (See Reports section.). The Preliminary Report must include:

- Outline of proposed training course to be delivered session-by-session;
- Related follow-up activities (e.g. community consultations and workshops) and responsibilities for their implementation;
- Itemized list of materials required for training workshop and consultations, including 3 quotations from firms who accept government LPO's

2. Select facilitators in consultation with the IWP Fiji National Coordinator.

3. Deliver a 2 week training session with the support of IWP-Fiji to locally recruited facilitators on the processes, activities and steps working with stakeholders to plan and design IWP pilot projects and activities covering the following topics and modules;

- Stakeholder engagement (facilitation, stakeholder participation and communicating with stakeholders);
- Identifying resource management problems; (stakeholder analysis; participatory problem analysis);
- Learning about the social context of resource management problems (participatory social assessment, socio-economic baseline assessments, methods, analyzing information);
- Project planning (identifying and selecting solutions, impact assessment, considering options, project mapping);
- Information management and preparing reports (on how to capture results of consultations and feedback to community)

4. Produce a Training Report at the conclusion of the training workshop on:

- a description of training activities undertaken and structure of workshop including daily agendas;
- Observations of the workshop progress and outcomes;
- Any constraints or issues encountered;
- Any lessons learned for the IWP;
- An assessment of the participants at Workshop including views on their suitability for the work;
- Photographs;
- Examples of group work;

- Participant evaluations of the workshop;
- Additional training needs and support for implementation of the IWP in Fiji; any suggestions on revision or adaptation of training material used; and
- Any other recommendations.

5. Together with the local facilitators at Vunisinu conduct actual stakeholder consultations; analyze findings and write up a report. The final report must include coverage of activities undertaken at Vunisinu, stakeholder consultations and an evaluation of actual consultations, stakeholder profiles, results and findings of PPA. The Consultant will provide guidelines and forms specifying the content of facilitator reports, and supervise the local facilitators in the writing of these reports. The Consultant will incorporate information from local facilitators' reports into the Combined Report. The Combined Report must include:

- Analysis of stakeholder engagement (facilitation, stakeholder participation and communication with stakeholders);
- Identification of resource management problems; (stakeholder analysis; participatory problem analysis);
- Analysis of the social context of resource management problems (participatory impact assessment, socio-economic baseline assessments, methods, information collected);
- Project planning (identification and selection of solutions, impact assessment, consideration of options, project mapping)

6. All draft and final reports will be prepared in English and Fijian;

7. The Consultant will be required to provide an update of progress in a summary form to the IWP Fiji National Coordinator at the end of every week.

Drafts of all reports must be submitted for comment and approval to IWP National Coordinator, who will also submit the report for review to the Project Development Team (PDT) and the Project Coordination Unit (PCU) at SPREP. Following return to consultant, report finalization must be carried out within 15 working days and the final copy (in electronic format) submitted to the National Coordinator.

<b>Name of Report</b>	<b>Author (s)</b>	<b>Content</b>	<b>Time Frame (will be finalized with consultant)</b>	<b>Length/ Languages</b>	<b>Format</b>
1. Preliminary Report on Training activities	Consultant	Outline of proposed training course to be delivered, session-by-session; related follow-up activities (e.g. community consultations and workshops) and responsibilities for their implementation; itemized list of materials required for training workshop and consultation, including 3 quotations from firms who accept government LPO's	5 working days to submit to NC; Finalisation within 10 working days	Length: Open  Languages: English and Fijian	Hard copy draft  Electronic final copy
2. Trainer's Report on Training	Consultant	Description of training activities undertaken at Vunisinu; outcomes; constraints; lessons learned;	10 working days	Length: Open	Hard copy draft



		participant evaluations, additional training needs; recommendations.		Languages: English and Fijian	Electronic final copy
3. Facilitators and Consultant combined report on activities undertaken at Vunisinu, stakeholders consultations, stakeholder profiles, results and findings of PPA etc (Combined Report)	Consultant (local facilitators to work under the supervision of the local consultant to prepare reports and submit to consultant. The Consultant will provide forms and guidelines on content of the material	The report should cover stakeholder engagement (facilitation, stakeholder participation and communicating with stakeholders); identifying resource management problems; (stakeholder analysis); participatory problem analysis); learning about the social context of resource management problems (participatory impact assessment, socio-economic baseline assessments, methods, analysing information); project planning (identifying and selecting solutions, impact assessment, considering options, project mapping).	10 working days	Length: Open  Languages: English and Fijian	Hard copy draft  Electronic final copy

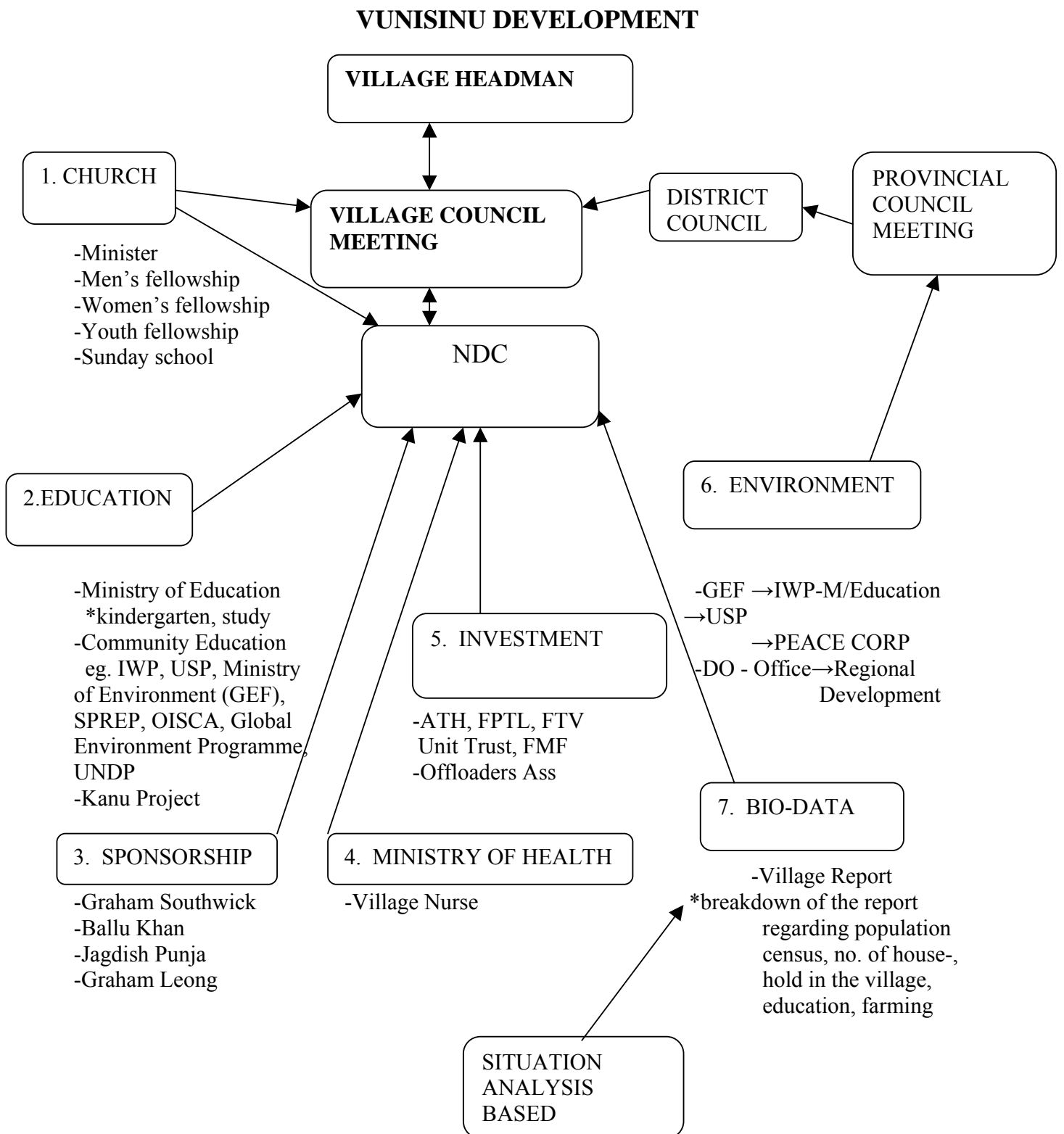
## Annex 2: PPP& D Community Workshop (21/06/04)

<b>Nos.</b>	<b>Last Name</b>	<b>First Name</b>	<b>Village</b>
1.	Rasiga	Josaia Tavua	Nalase
2.	Saukuru	Lenaitasi	Nalase
3.	Rasiga	Cama	Nalase
4.	Banai	Mosese	Nalase
5.	Ravutu	Semesa	Nalase
6.	Raburau	Ponipate	Vunisinu
7.	Rokosuka	Pita	Vunisinu
8.	Raburau	Paulina	Vunisinu
9.	Dolo	Akesa	Vunisinu
10.	Jane	Makereta	Vunisinu
11.	Rokowati	Selina	Vunisinu
12.	Vatucawaqa	Vilisite	Vunisinu
13.	Bukarau	Laniana	Vunisinu
14	Ravutu	Kelera	Vunisinu
15	Raimuria	Reapi	Vunisinu
16	Bebenisala	Miriama	Vunisinu
17	Vakatawanuka	Vilimaina	Vunisinu
18	Rokosuka	Verenaisi	Vunisinu
19	Vatucawaqa	Pita	Vunisinu
20	Kamakorewa	Ro Siteri	Vunisinu
21	Navunisaravi	Emi	Nalase
22	Raimuria	Siteri	Vunisinu
23	Muria	Meresimani	Vunisinu
24	Raimuria	Aminio	Vunisinu
25	Kacunaita	Seini	Vunisinu
26	Rasigatale	Rabua	Vunisinu
27	Jale	Unaisi	Vunisinu
28	Tavua	Necani	Vunisinu
29	Raimuria	Apisalome	Vunisinu
30	Bogidrau	Talei	Nalase
31	Qiolele	Waisale	Nalase
32	Saumatua	Viliame	Vunisinu
33	Rasiga	Meredani	Vunisinu

34	Barai	Akosita	Vunisinu
35	Ravutu	Semesa	Vunisinu
36	Bose	Viniana	Vunisinu
37	Taubuli	Sanaila	Nalase
38	Tari	Monika	Nalase
39	Vukinayatu	Keasi	Nalase
40	Leqeta	Merelita	Vunisinu
41	Rasiga	Josaia Tavua	Vunisinu
42	Rasigatale	Ro Viliame	Vunisinu
43	Cornelius	Marilyn	IWP

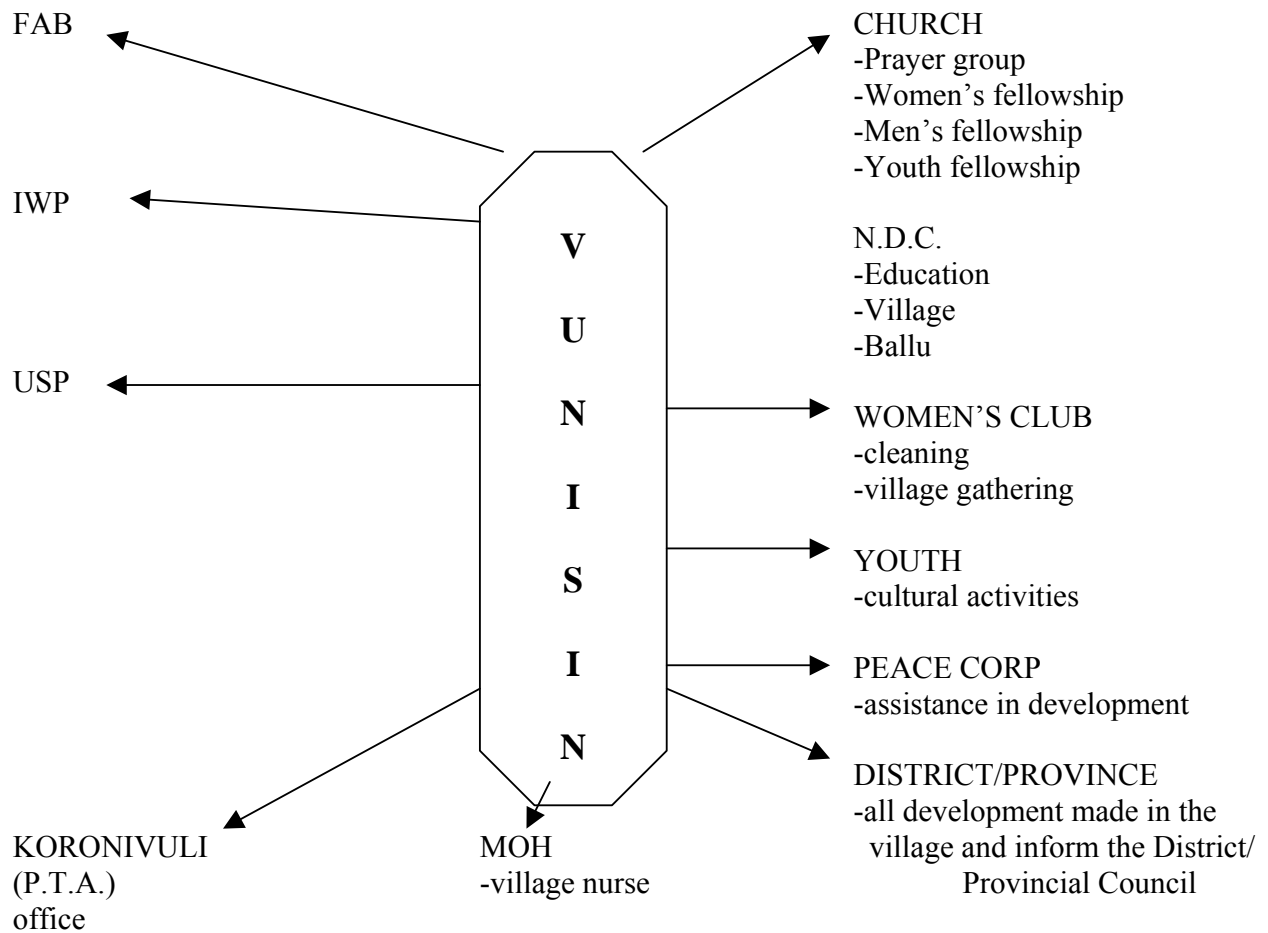
## Annex 3: Workshop outcomes

### 1. INSTITUTIONAL ANALYSIS



## DEVELOPMENT POLICIES IN VUNISINU

### VUNISINU



## DEVELOPMENT POLICIES IN NALASE

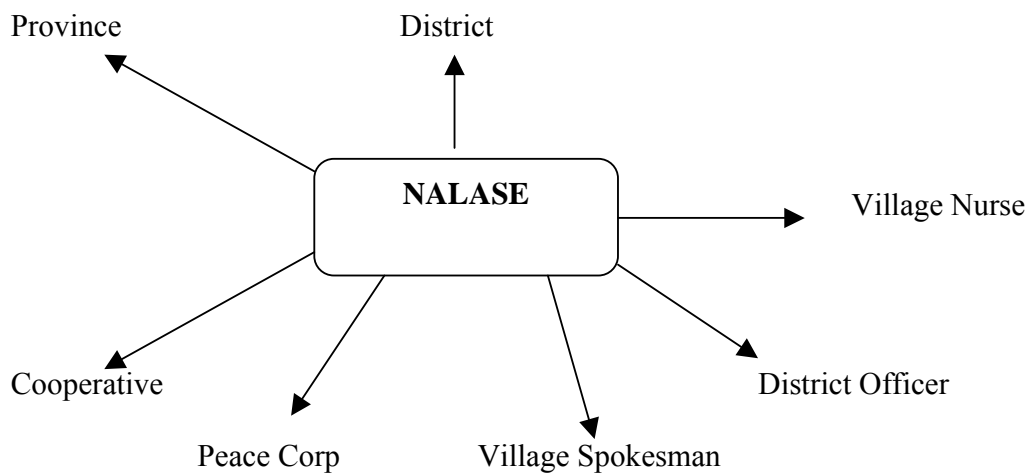
### NALASE CLUB

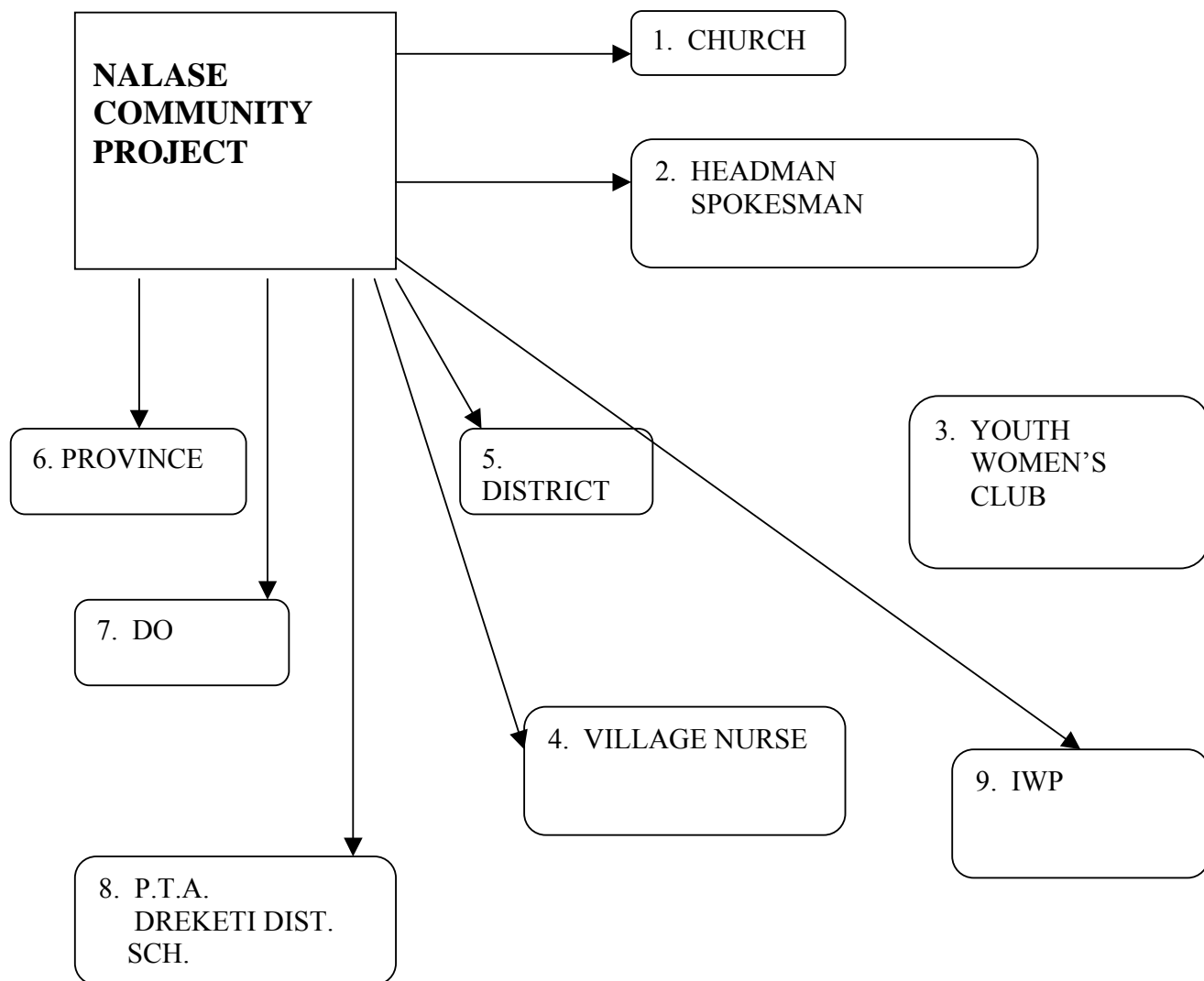
Church - Minister, Stewards, Lay Pastors

- (a) Women's Fellowship
- (b) Men's Fellowship
- (c) Youth Fellowship

Village Society – Tui Wailumu, Village spokesman, Clan leaders

- (a) Women
- (b) Youth





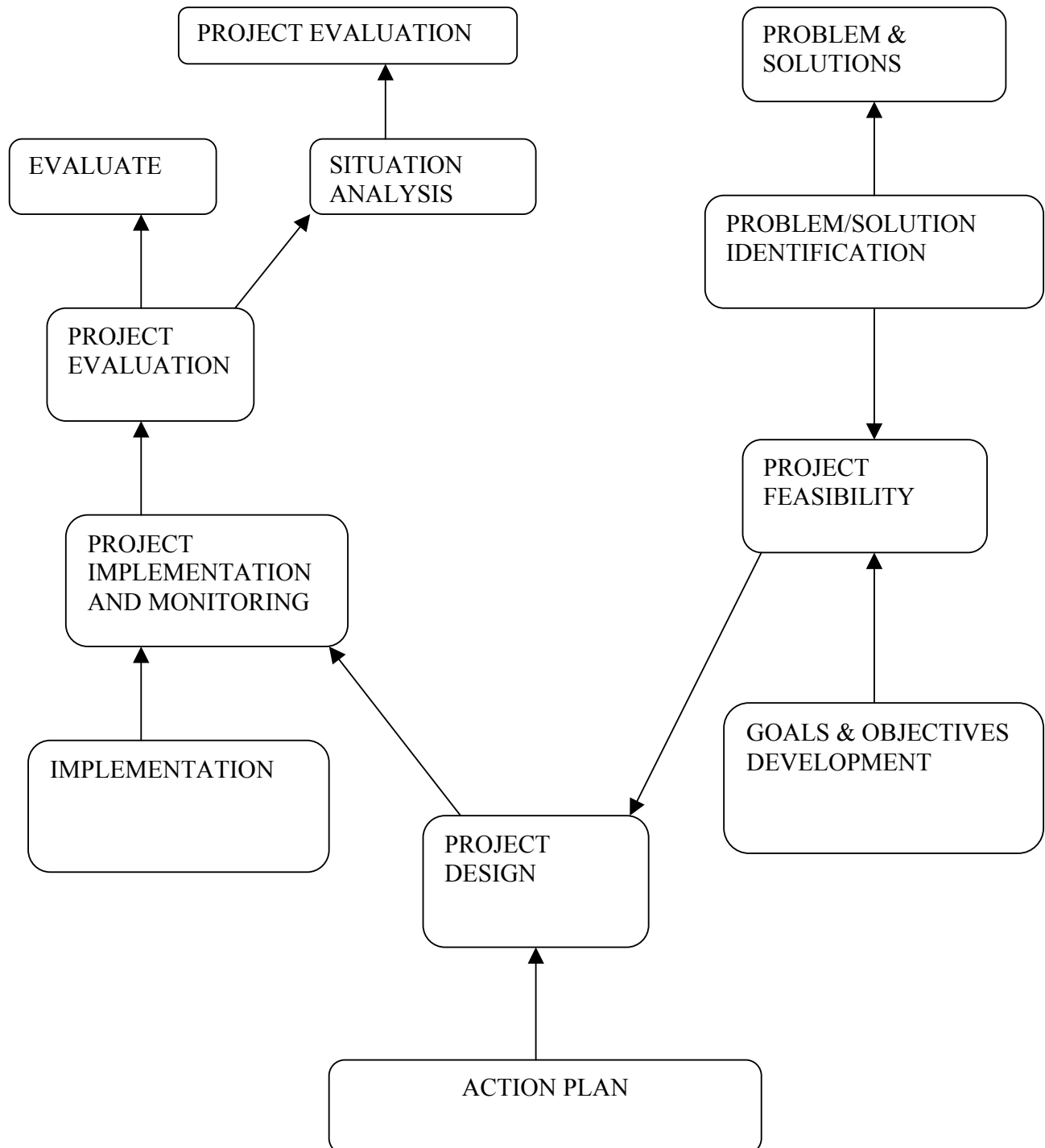
## 2. HOPES AND EXPECTATIONS

1. To learn the conservation of our environment.  
\*Conservation of our environment.
1. To learn to know what we have been taught.  
\*To develop my knowledge, and to share things that I've learnt with others
3. Safety reasons of our future generations.
4. We are very thankful for the running of this workshop
5. To know each other and to have a good relationship.  
\*Implement in our daily lives  
\*Environmental concerns





### 3. PROJECT CYCLE



## 4. COMMUNITY TIME LINE

### CHANGES

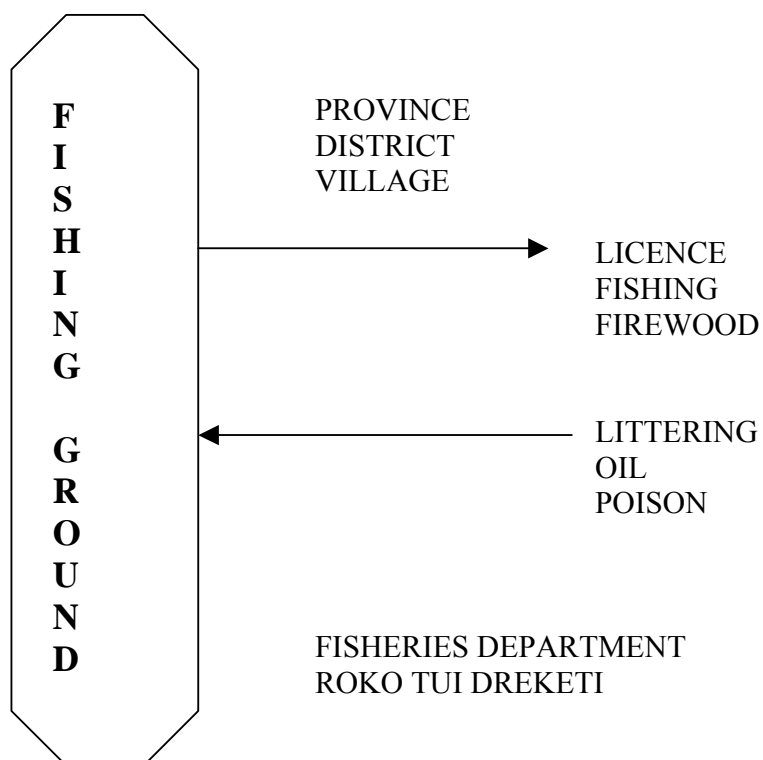
TIME LINE	1951-1960	1961-1980	1981-1990	1991-2004
Population census	50	70	90	130
No. of households	10	10	15	27
Primary School	5	10	40	40
Secondary School	2	5	10	20
Those working	10	15	25	45
Working (migration)	10	15	30	50
Development	Co-op	Co-op	Church Community Hall Footpath	School Environnment C/Hall
Natural Disasters	Earthquakes/flooding/tidal waves	Flooding, Hurricane Bebe	Cyclone Kina	
Total no. of animals	16	20	25	40
Problems	Transportation Communication Water	Transportation Communication Water	Water	Water Relationships between families not good

<b>TIME LINE</b>	<b>1961-1970</b>	<b>1971-1980</b>	<b>1981-1990</b>	<b>1991-2000</b>
Population census	52	60	100	105
No. of households	10	20	30	40
Secondary School	25	30	35	50-100
Those working	40	50	100	200
Working (migration)	-	10	60	85
Development	Building of wooden houses Building of Church		Building of kitchens Arrival of electricity Footpath Seawall	Telephone Road Building of large cement houses IWP Project
Natural Disasters	Flooding	Hurricane Bebe	Cyclones Oscar and Kina	Flooding
No. of animals	Pigs 15	Pigs 20 Cows	40	50
Problems	Water Roads	Water Roads	Water	Water Relationships between families

<b>TIMELINE</b>	<b>1961 – 1970</b>	<b>1971 – 1980</b>	<b>1981 – 1990</b>	<b>1991 – 2004</b>
Population census	57	67	87	150
No. of households	10	15	20	34
Secondary School	4	6	10	30
Those working	2	4	15	40+
Working (migration)	3	5	7	50+
Development	Water tanks – from Kalabu From walking to outboard motors	Water tank – pipes Cement houses eg. Church	Community Hall Footpath Main road	FEA Radio Telephone
Natural Disasters	Flooding	Hurricane Bebe and Meli	Flooding	Cyclone Kina, Flooding
No. of animals	10	15	17	25
Problems	Water Roads Source of income Electricity	Communication– telephones		Water, Roads

<b>TIMELINE</b>	<b>1961 – 1970</b>	<b>1971 – 1980</b>	<b>1981 – 1990</b>	<b>1991 – 2004</b>
Population census	35	43	70	117
No. of households	7	10	15	24
Secondary School	2	5	18	18
Those working	6	12	20	28
Working (migration)	25	2	-	4
Development	Community Hall	Water	Roads Electricity Store	Footpath Dispensary Toilet
Natural Disasters	-	Flooding Cyclone Bebe	Cyclone Kina	-
No. of animals	5	8	14	34
Problems	Electricity Water Roads Housing	Roads Electricity	-	Water

## MARAMA ROKO TUI DREKETI



## 5. COST BENEFIT ANALYSIS

### PLANTING CABBAGE

#### INPUT

- (a) Land (1 acre)
- (b) Cost of seedlings (10 pkt \$2 dua na pakete)
- (c) Working tools – (spade, fork, knife, file, bucket)
- (d) Looking after the farm and cleaning → on our own

#### MARKET – selling within the village

- (a) 20 bundles a day → \$1 bundle (\$20 per day)
- (b) Only selling 3 days in a week
  - (\$60 a week)
  - (\$240 a month)
  - expenses \$25
  - Balance - savings \$215

### Group 2 – MAT

#### INPUT

- 1. Pandanus leaves (Voivoi) - \$70
- 2. Colored pandanus leaves (Somo) - \$20
- 3. Kula \$40
- 4. Scrapping of leaves (Walui)/ 1 bunch - \$1
- 5. Shells for scapping leaves (Kuku kei na Ori) - \$3
- 6. Labor cost - \$10
- 7. Food - \$20
- 8. Travelling expenses - \$12

Funds = \$176.00

The whole group will contribute \$7.00 each - \$210.00

Cost of a 3 yards mat (katu tolu) \$300.00

Balance	\$90.00
Less	<u>\$34.00</u>
	<u>\$58.00</u> profit

### Group 3 POULTRY FARMING

INPUT – Village land (Free)

POULTRY FENCE

Iron roofing	}	\$2,700.00
Cement		
Mesh wire		
Timber		
Nails		
Pipes		
Electricity, water		

Labor cost - \$50.00 per week (\$400.00) for 7 weeks

Cost of chicken – 2000 chicks- \$200.00

Total Input - \$3,300.00 (Loan FDB)

Output – Sale of chicken (matured chicken) - \$4.00 dua ('900 livestock sold out)  
\$7,600.00

3,300.00 (loan repayment)

\$3,400.00 Interest

### Group 4 PLANTING FLOWERS

INPUT

1. Land - own
2. Labour - \$12,000.00
3. Working tools (spade \$60, fork \$60, cane knife \$18) - \$138.00
4. Fertilizer (compost) - \$24
5. Seedlings - \$45.00
6. Food- \$500.00
- Water - \$50.00
- Transport - \$1,200.00 @\$100.00 per month

OUTPUT

Sales- \$12,000

Expenses - \$14,770.00

Income- \$12,000.00

## **6. GOOD GOVERNANCE**

### **GOOD GOVERNANCE – Group 1**

Qualities of a good leader :

Well educated  
Matured persons  
Hard worker  
Loyal  
Patient  
Ability to Listen  
Humble  
Manage time wisely  
Sensible  
Christian  
Know his Fijian customs and where he stands in the village community as a whole

### **Group 2**

1. Choose a good leader who is matured
2. Christian background
3. Loyal, kind and patient
4. Person who is direct
5. Care for others and hardworking
6. Always helpful to all members of the club, and not pick on his mistakes as we are the once who chose him in the first place.

#### **LEADER**

- Good Christian
- Loyal worker
- Patient person
- Person who listens to all members of the club/group

#### **SECRETARY**

- Always keeps a good record
- Always present at meetings
- To give accurate record of the outcomes of the meetings

#### **TREASURER**

- To be honest in the safekeeping of money
- A person who does not make a habit of taking credit
- To be a loyal person

### Group 3

1. To be a Christian
2. Be kind hearted
3. Patient
4. Well educated
5. A person who is always punctual
6. Loyal person
7. Ability to listen to club/society members
8. To be a problem solver when the need arises withing the club

### Group 4

1. To be physically and mentally fit
2. Person who speaks well
3. Punctual – always first to be at meetings, etc
4. Patient, kind, cares for others
5. Do what he says – action is louder than words
6. Faithful Christian





## **7. DREAMS AND VISIONS**

### **Group 1 Koro Nakui**

#### Dreams and Visions

1. Planting of mangroves
2. Better houses
3. Roads
4. Hospital/Dispensary
5. More boats
6. Shops
7. Be well educated

### **Group 2 Koro Vunisinu**

1. Clean village - better management of rubbish and seashore
2. Cementing of drainage systems
3. Our village will be a rural centre (Ministry of Health, Agriculture, Police)
4. Transportation of rubbish (plastic) to Nausori
5. Enlarge kindergarten to be different from what we got now
6. Plant alot more mangroves to have more species of living things in the water
7. Have flush toilets

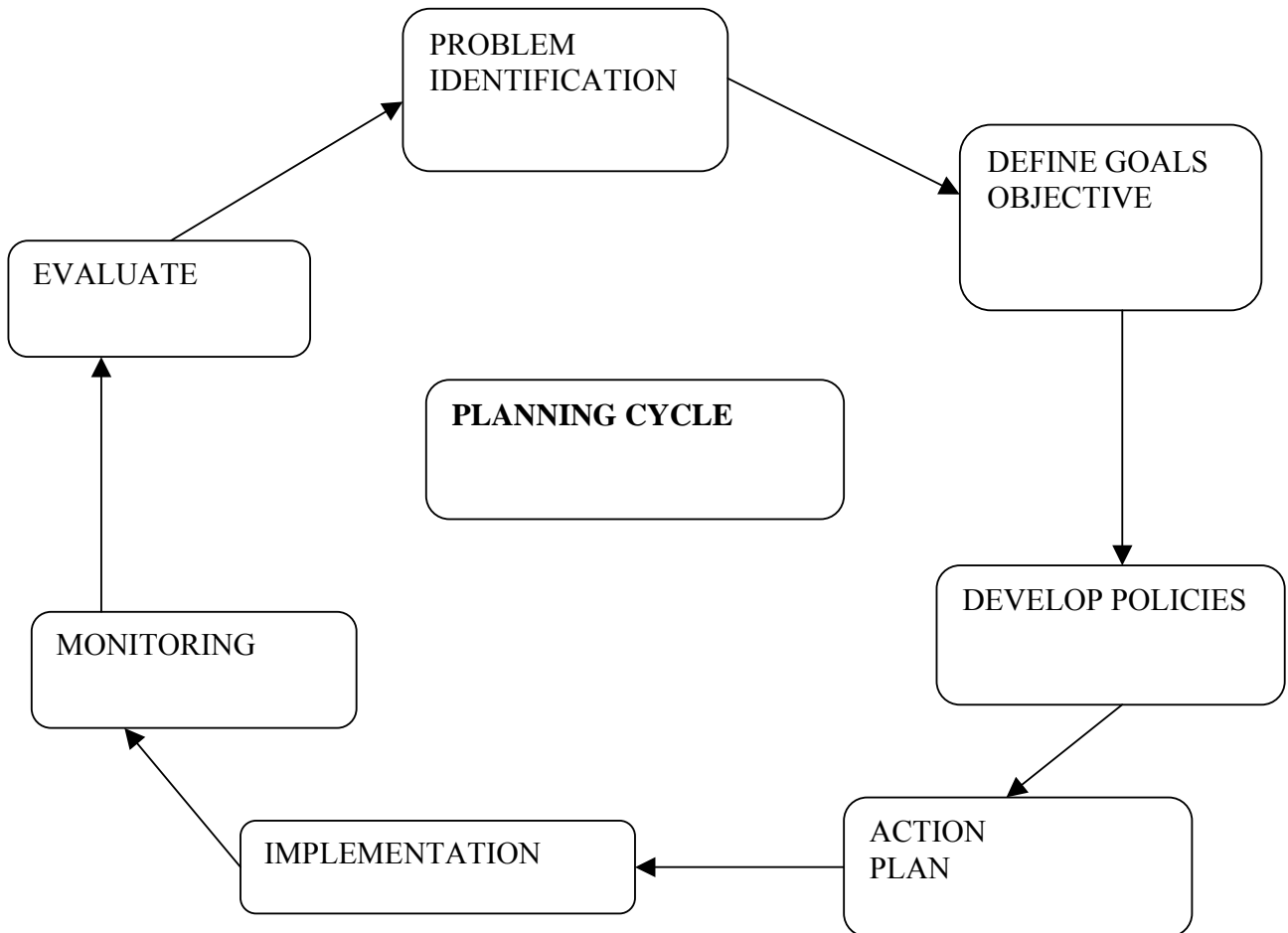
### **Group 3 Koro Nalase**

1. The new roads to have 'pitch' and have a good bus service
2. Have a good Bus Stop
3. Have a big church built
4. Every household to have built in toilets and bathrooms
5. Water pressure will be high since they'll use bigger pipes
6. Cementing of drainage systems within the village
7. Removal of small kitchens
8. Construct cement seaweall
9. Good education to get good jobs

Group 4



## 8. COMMUNITY PLANNING



### Group 1

#### PROBLEMS OF ROADS

##### PROBLEM IDENTIFICATION

Lots of pot-holes on roads  
Narrow roads  
Seawall is not a proper road for bicycles  
Drains along roads are not properly cleaned

##### DEFINE GOALS AND OBJECTIVES

Transportation made easier

Intend to have a good road in time to come

## POLICY

Not to be abused

## ACTION PLAN

Go see the appointed person when there is a problem

Villagers to take part in the maintenance

## Group 2

### PROBLEMS

COMMUNICATION: This is one of the major problems we are facing, when villagers get sick at night, or badly hurt in accidents, no means of communication.

### GOALS/OBJECTIVES

To have a village telephone and telecard

### POLICIES

No misuse of telephone, and no taking telecards out on credit.

### ACTION PLAN

Get a house built in the centre of the village - make it easier for everyone. We can ask Telecom for assistance.

## Group 3

### PROBLEM OF FOOD CROPS

1. Farming Problem
  - (a) No root crop farms – too much drinking grog – people get lazy
  - (b) Unfertile, wet land
  - (c) Soil problem
2. Digging of drains helps the crops to grow well
  - (a) Work together in order to get more produce
  - (b) Ask for land
3. Policy
  - (a) To visit the farm every three months
  - (b) Take some food crops to the landowners once matured
4. Things to do
  - (a) If those without farms could be helped
  - (b) Villagers to work together
  - (c) Get the M.P.I. to see to the drainage system in the village

#### **Group 4**

##### **PROBLEMS THAT ARISE WITHIN THE VILLAGE**

###### **PROBLEMS**

Disobedience  
No unity  
Thinking of ones own self or selfish  
Breaking of laws  
Drinking on Sundays

###### **AIMS/OBJECTIVES**

Encouragement from home  
Retain village rules and regulations

###### **POLICY**

No drinking on Sunday

###### **WHAT TO DO**

Kacivi na bose vakoro me veivosakitaki

#### **Group 5**

##### **COMMUNITY PLANNING**

###### **PROBLEM**

Lack of water pressure

###### **AIMS/OBJECTIVES**

To have large plastic pipes at the end of the year

###### **POLICY**

Restriction of using large machines near pipe lines

###### **THINGS TO DO**

Ask Government officials to guard the pipe lines - village spokesman, villagers

## 9. COMMUNITY PRODUCTS

### Group 1

RESOURCES	DIRECT	INDIRECT	MARKETED	NOT-MARKETED
Mangrove	✓	✓	✓	✓
Mudcrabs	✓	✓	✓	✓
Fish	✓	✓	✓	✓
Water	✓		✓	✓
Fruits	✓	✓	✓	✓

### Group 2

RESOURCES	DIRECT	INDIRECT	MARKETED	NOT-MARKETED
Coconuts	✓	✓	✓	✓
Flowers	✓	✓	✓	✓
Mangroves	✓	✓	✓	✓
Mudcrabs	✓	✓	✓	✓
Water	✓	✓		

### Group 3

RESOURCES	DIRECT	INDIRECT	MARKETED	NOT-MARKETED
Coconut plantations	✓	✓	✓	✓
Voivoi	✓	✓	✓	✓
Mangroves	✓	✓	✓	✓
Flowers	✓	✓	✓	✓
Dabi	✓	✓	✓	✓
Community hall	✓	✓	✓	✓
Reef	✓	✓	✓	✓
Water	✓	✓		✓
Food	✓	✓	✓	✓

#### Group 4

RESOURCES	DIRECT	INDIRECT	MARKETED	NOT-MARKETED
Mangroves	✓	✓	✓	
Coconuts	✓	✓	✓	✓
Mudcrabs	✓	✓	✓	✓
Dabi (Root)	✓	✓	✓	✓
Voivoi	✓	✓	✓	✓
Wind	✓			✓
Food	✓	✓	✓	✓



## 10. COMMUNITY ACTION PLAN

### Group 1 FISHERIES (QOLIQOLI)

PROBLEMS	SOLUTION	TAKE PART	INPUT	OUTPUT	TIME LINE
1. Disposing of rubbish in water	Do not liter in the water	<ul style="list-style-type: none"> <li>➤ Individuals</li> <li>➤ Villagers</li> <li>➤ District</li> <li>➤ Province</li> <li>➤ Government</li> </ul>	<ul style="list-style-type: none"> <li>➤ Proper rubbish dump</li> <li>➤ Teach our children the importance of proper disposal of rubbish</li> </ul>	"Rich" oceans, clean village, healthy villagers, never tire of telling our kids that it's part of our lifestyle	<ul style="list-style-type: none"> <li>➤ Cleaning the village</li> <li>➤ Everyday from home – individually (everyday life)</li> <li>➤ Participants – starts today, onwards</li> </ul>
2. Derris	Banned Get this approved in the District Council Meeting, provincial meeting	Individually <ul style="list-style-type: none"> <li>➤ Villagers</li> <li>➤ District</li> <li>➤ Province</li> <li>➤ Spear derris leaves</li> <li>➤ Trees</li> </ul>	Village meetings District Provincial Fisheries Who will monitor the fishing grounds (police)	<ul style="list-style-type: none"> <li>➤ "Rich" fishing grounds</li> <li>➤ "Rich" streams</li> </ul>	Agreement between all villagers, district, province and government. To start with us participants from today onwards



**Group 2**  
**FISHERIES (QOLIQOLI)**

<b>SOLUTION</b>	<b>TAKE PART</b>	<b>INPUT</b>	<b>OUTPUT</b>	<b>TIME LINE</b>
1. Avoid disposing of rubbish	Villagers/Peacecorps/I WP	To inform the village spokesmand	Healthy living/ No sickness	From now onwards
2. Plant Mangroves	Villagers	Provide the seedlings, buddings and the place to plant	They'll be plenty fish in the fishing grounds	From now onwards
3. Issuing of licenses to be restricted	Roko Tui Dreketi/Roko (District) Tui Noco	Fisheries Police Villagers	Reefs and oceans rich in fish and seafood	From now onwards
4. Using small fishing nets prohibited (which are being used on the reefs)	Village/District/Province	Ministry of Fisheries Police Villagers	Rich fishing ground	From now onwards

**Group 3**

<b>SOLUTION</b>	<b>STAKEHOLDERS</b>	<b>INPUT</b>	<b>OUTPUT</b>	<b>TIMELINE</b>
Community Planning	Stakeholders-Villagers	Village meetings District meetings Provincial meetings	Rich fishing grounds	After this workshop onwards
Planting of mangroves	Villagers	Village meetings District meetings Provincial meetings	Rich fishing grounds	Started in January, 2004
Preparation of place to put the rubbish	Villagers	Individuals	➤ Clean fishing grounds ➤ Rich fishing grounds	After this workshop onwards
Using small fishing nets prohibited	Villagers	Village meetings District meetings Provincial meetings Ministry of Fisheries	Rich fishing grounds	After this workshop onwards
Follow rules of the fishing grounds	Villagers	Individuals Ministry of Fisheries	Rich fishing grounds	After this workshop onwards

#### Group 4

SOLUTION	STAKEHOLDERS	INPUT	OUTPUT	TIMELINE
1. Avoid disposing of rubbish in water-classify the rubbish	Individuals	Prepare: <ul style="list-style-type: none"> <li>➤ Proper rubbish dump</li> <li>➤ Hole for rubbish</li> </ul>	Healthy and clean living	Now onwards
2. Guarding of fishing grounds	Fisheries	Approved by the village council meeting	Conservation of living organisms for the future generations	Now onwards
3. Planting of lots of mangroves	Individuals	All vacant places around the streams	<ul style="list-style-type: none"> <li>➤ Rich in seafood and fish</li> <li>➤ Gives fresh air</li> <li>➤ Avoid soil erosion</li> </ul>	Now onwards
4. Avoid using small nets	Fishermen	Big nets	Allow small fish to go back into the sea	Now onwards
5. Pigsty should be away from the village	Owners of pigsties Individuals	Far from the streams and oceans Look for somewhere suitable to put it	Healthy fish and people	Now onwards



## 11. COMMUNITY ECONOMICS

### Group 1

#### VILLAGE FINANCIAL STATUS

SOURCES OF INCOME	EXPENSES
Coconuts (20 doz @\$2 each = \$40)	1. School children's busfares - \$10 2. Family Food Expenses - \$15 3. Transport for Coconut - \$5
Mudcrabs (2 bundle \$20)/Qari (1 bundle \$40)/Moci (20 heaps \$2 each)	1. Village contribution - \$50 2. Church and other village contribution = \$30 3. Electricity/water = \$20
Mat (2 yards - \$80 each)	1. Church contribution - \$10 a week 2. Children's clothes - \$20 3. School fees- \$50

### Group 2

#### SOURCES OF INCOME OF YOUR VILLAGE (Individuals)

(1) What are your sources of income :

Coconuts, Sasa brooms

Oranges

Small Shrimps

Mudcrabs

Crabs

Fish

Mangrove crabs

Dyeing of masi/cloth, sewing, weaving fans, baskets, wall hanging

Flower baskets, cushion

(2) What are your expenses :

Family:

Education, church contribution, electricity, water, food, other small things needed

Other commitments like :

Weddings, Fijian customary obligations like bulubulu, kaumata ni gone

### Group 3

#### SOURCES OF INCOME OF YOUR VILLAGE

SOURCE OF INCOME	EXPENSES
1. Navovula Day Contribution of men and young working men - \$200 non employed men - \$100	N.D.C. (Group 1) Taking care of the village: (a) Cleaning (b) Maintenance of Community Hall (c) Women's group (d) Youth group (e) School children (f) Village nurse (g) Village spokesman (h) Provincial contribution (i) Narusa

### Group 4

#### SOURCES OF INCOME OF YOUR VILLAGE

SOURCES OF INCOME	EXPENSES
1. Coconuts	➤ Weekly food expenses ➤ School fees and bus fares ➤ Church contribution
2. Crabs	Payment of Bills : ➤ water ➤ electricity ➤ telephone
3. Mats	Expenses : Food items Buying of pandanus leaves
Food (Farming)	Buying farming tools
Navovula Day	Village maintenance Development

## 12. CONCERNS AND OPPORTUNITIES

<b>Group 1</b>		
<b>CONCERNS</b>	<b>AND</b>	<b>OPPPORTUNITIES</b>
1. Education		To work and support the family
2. Rubbish dump		Try to have a proper rubbish dump
3. Budget		Makes work easier e.g. work, education – health, village commitments
4. Cultural manner		Respect one another
5. Food		To have a full balance diet
6. Water		Go to the water department ie. R.W.S.
7. Law Breaking		Instill laws, rules and regulations/police
8. Planting of mangroves		To stop soil erosion
<b>Group 2</b>		
<b>CONCERNS</b>	<b>AND</b>	<b>OPPORTUNITIES</b>
1. Classification of rubbish -bottles, empty cans, batiri, plastic bag -food waste		-Sewing of shopping bags – plastic -Using empty cans for decoration or flower vases  -Making compost for manure
2. Water – main source of life		-Children’s future is the parents responsibility
3. Finance – concerns relating to individuals when problems arise		-Environmental concern
4. Cutting of mangroves		-less fish and seafood in fishing areas,landslides
5. Help in children’s education		-They can look after themselves -They can be responsible enough when their turn comes

**Group 3**  
**CONCERNS                      AND**

1. Behaviour of villagers
2. Breaking rules
3. Littering
4. Drinking Water/Rivers
5. Pigsty

**OPPORTUNITIES**

1. Full of respect and work together
  - Good relationship
  - Obedience
2. Good upbringing – spiritually and physically
3. To discuss the classification of rubbish in the village council meeting,
4. Drinking water - boiled
  - do not waste or misuse

Water (river) – Do not throw rubbish in river

- Plant mangroves
5. Thinking of a suitable place to set up the pigsty

## 13. WASTE MANAGEMENT

### Group 1

#### DRY WASTE

##### PROBLEMS

1. Plastic easily carried by wind, dirties the environment, if thrown into water kills the living organisms
2. Empty Cans
  - breeding places for mosquitoes
  - if buried or thrown in rivers, toxic
3. Empty Bottles
  - breeding place for mosquitoes
  - if broken can hurt someone
  - cannot rot if buried
  - those with chemicals toxic if put into water – not good for living organisms
4. Battery
  - if dumped in water kills living organisms
  - put into soil kills earth worms
5. Fruit, crop peelings
6. Paper waste (boxes, milk cartons, tea, etc)

##### SOLUTION

1. Less use of plastic at home, you can sew your own shopping bags (cloth)  
use plastic for decoration (flowers)
2. Flower Vase
  - use for baking puddings & breads
  - Put in sack and take to Nausori rubbish dump
3. Use as water bottles at home
  - take to the factory to recycle
  - flower vase
4. Put into a sack and take to Nausori rubbish dump
5. Make a 'compost' to dump that kind of rubbish me, pig feed
6. Used by children in schools, dump in compost heap

## **Group 2**

### **DRY WASTE**

#### **PROBLEM**

1. Burning of plastics causes cancer, and birth defects.
2. Empty cans is a good place for mosquitoes to breed thus spread diseases
3. Food peelings, dumped anyhow attracts flies, plus bad smell
4. Burning of waste papers eg. newspapers

#### **SOLUTIONS**

1. Keep plastics, take it to Nausori rubbish dump
2. Empty cans can be used to decorate homes or used as ash trays
3. Keep and dump in compost for manure
4. Keep waste paper, use in time of electricity offage or use in compost

## **Group 3**

### **WET WASTE**

#### **PROBLEM**

1. Washing water, bathing water, dishwashing
2. Water from toilets
3. Weedicide
4. Water from pigsty

#### **SOLUTIONS**

1. Water flower gardens, toilet
2. Compost toilet
3. Weeding
4. To be 30 m away from stream/drainage



#### **Group 4**

### **WASTE MANAGEMENT**

#### **WET WASTE**

##### **PROBLEM**

- 1&2. Water for washing and bathing
3. Water from the pigsty
4. Water from food
5. Water from the toilets
6. Weedicides

##### **SOLUTION**

- 1&2. prepare proper ipes – drainage  
- plant flowers alongside drains, and clean regularly
3. Pigsty should be 100 m from the village and streams
4. Same solution from 1 &2
5. Use ‘compost toilet’
6. Use cane knife to weed

## 14. FISHERIES

### Group 1 FISHING GROUND

#### PROBLEMS

1. Littering in water
2. Derris
3. Cutting of mangroves
4. Use of small nets for fishing
5. Pigsty
6. Weedicide
7. Catching of small fish, crabs, mudcrabs, etc qari, mana, kuka

#### SOLUTION

1. Do not throw rubbish like plastic, tins, etc
2. Restricted
3. Do not cut mangroves
4. Use large nets
5. Take as far as away as possible
6. Do not use weedicides, weed instead
7. Put them back into the sea

### Group 2 FISHING GROUND

#### PROBLEMS

1. Littering in water
2. Derris /License for using dynamite (reefs)
3. Cutting of mangroves
4. Fishing nets
5. Water from pigsty

#### SOLUTIONS

1. Classification of rubbish ie. buried, burnt
2. Guarding of fishing grounds –penalise those caught
3. Planting of more mangroves – catch those cutting mangroves
4. Do not use small nets, kills small fishes
5. Pigsties should be away from rivers, streams, keep used batteries in safe places

**Group 3**  
**FISHING GROUND**

**PROBLEMS**

1. Littering in water
2. Cutting mangroves
3. Use of derris in water
4. Use of small nets
5. Breaking of fishing rules
6. The livelihood or the downfall of our fishing grounds is in our hands.

**SOLUTIONS**

1. Stop littering in water
2. Do not cut mangroves (plant them)
3. Do not use it
4. Do not use small nets
5. Follow rules of fishing

**Group 4**  
**FISHING GROUND**

**PROBLEMS**

1. Littering in water
2. Use of derris in water
3. Cutting of mangroves
4. Use of small nets
5. Use of dynamite

**SOLUTIONS**

1. Proper disposal of rubbish by each individuals
2. Do not use it
3. Conserve mangroves, do not cut down
4. Using of small nets be demolished
5. Fisheries Dept. to create a law to prohibit the use of dynamite as it kills fish, coral and other living organism within the fishing ground

## 15. PLANNING

### IMPLEMENTATION AND CONSERVATION OF WET AND DRY RUBBISH

#### Group 1

SOLUTION	STAKEHOLDERS	INPUT	OUTPUT	TIMELINE
1. Dishwashing water, washing water – water plants	Us	Use drums and buckets to keep water	For more fresh flowers	Now onwards
2. Weedicides – don't buy, use knives - weed	Us	Ministry of Agriculture – provide knives for weeding village	More better healthy crops	After the workshop
3. Water from the toilet – use the compost toilet	Us	IWP, Mere (Peace Corp), working tools	For a healthy and clean village, and manure	After the workshop
4. Pigsty – moved far away	Us	Timber, nails, cement, wire	Clean and healthy living, clean environment	After the workshop

#### Group 2

### IMPLEMENTATION AND CONSERVATION OF WET AND DRY RUBBISH

SOLUTION	STAKEHOLDERS	INPUT	OUTPUT	TIMELINE
1. Pigsty – moved far away	Villagers	Place that is far from the village and streams	<ul style="list-style-type: none"> <li>➤ Free from bad smell</li> <li>➤ Living organisms in streams will not be affected</li> </ul>	After the workshop
2. Compost toilet	Villagers	Materials for toilet (corrugated iron) timber, cement, tank... etc)	<ul style="list-style-type: none"> <li>➤ Healthy living</li> <li>➤ manure</li> </ul>	If one could be done after this workshop
3. Washing water, dishwashing water, bath water to have one pipe running through	Villagers	Have a proper aeriated place	<ul style="list-style-type: none"> <li>➤ live happily, healthy and clean living</li> </ul>	After this workshop

### Group 3

#### DRY RUBBISH

SOLUTION	STAKEHOLDERS	INPUT	OUTPUT	TIMELINE
1. Compost	Us, Mere	Materials for compost	Lessens rubbish	Now
2. Classification of rubbish – cans and tins, plastic, bottles	Villagers	Take to Nausori rubbish dump (Suva)	Lessen rubbish	Now
3. Thinking of weaving baskets and sewing of shopping bags	Us	Weave baskets	Lessen the use of plastic	Now

### Group 4

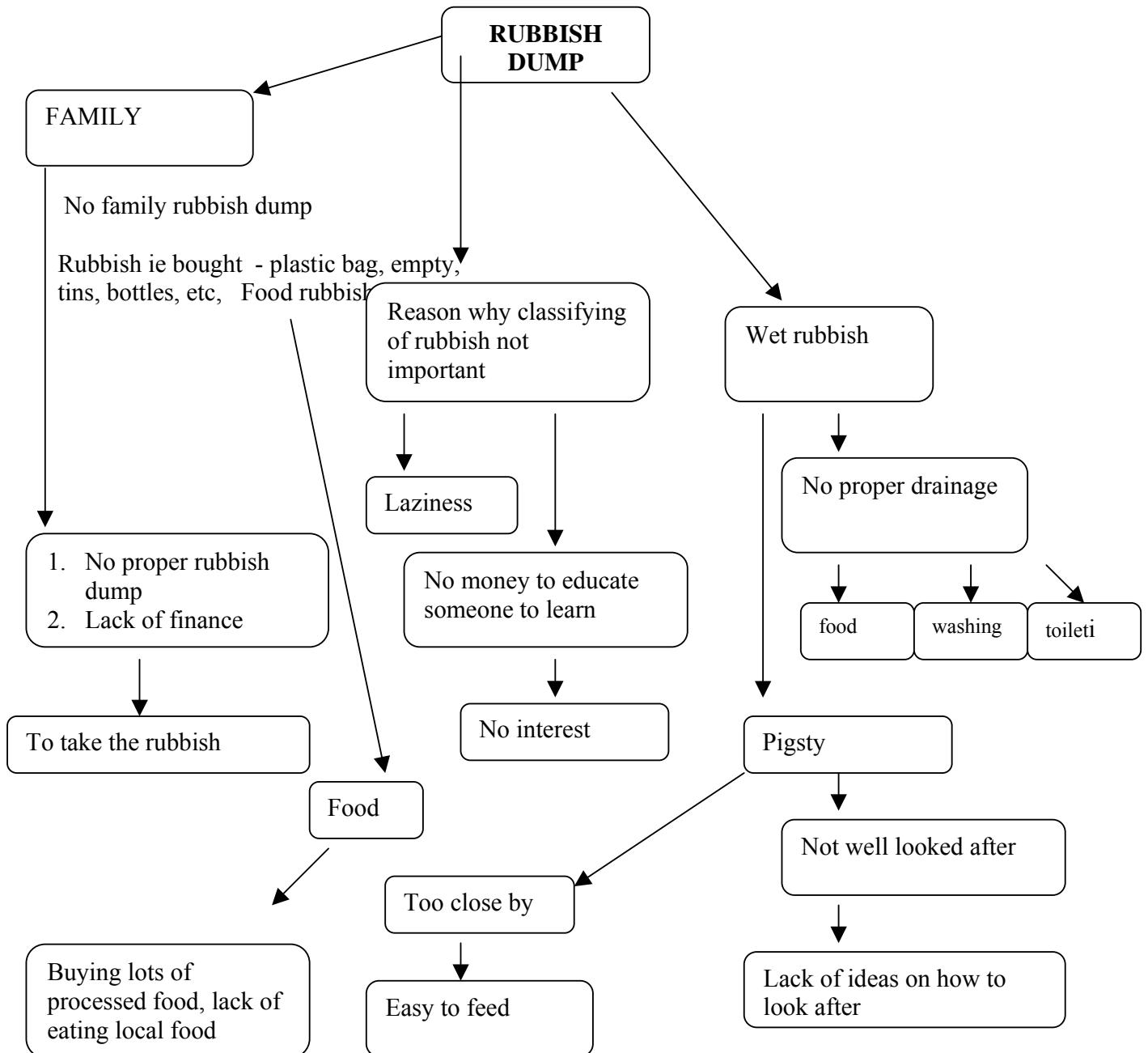
#### WET RUBBISH

SOLUTION	STAKEHOLDERS	INPUT	OUTPUT	TIMELINE
1. Keep somewhere (compost) ie. Food rubbish like dalo, cassava/oranges	Individuals	Vacant place to build a compost – knife, spade, nails/hammers	Healthy and clean living, manure	Straight after this workshop
2. Can use to plant flowers and store water (empty milk cartons)	Individuals	Make shelves for flowers or keep in fridge for ice cubes	Keep house looking clean and beautiful	After this workshop
3. Do not use plastic bags, weave baskets for shopping	Individuals	Use coconut leaves to weave baskets	Clean living	Now
4. Collect empty tins and cans and take to Nausori rubbish dump	Villagers	Truck to carry empty cans	Lessen mosquitoes in village	Right now

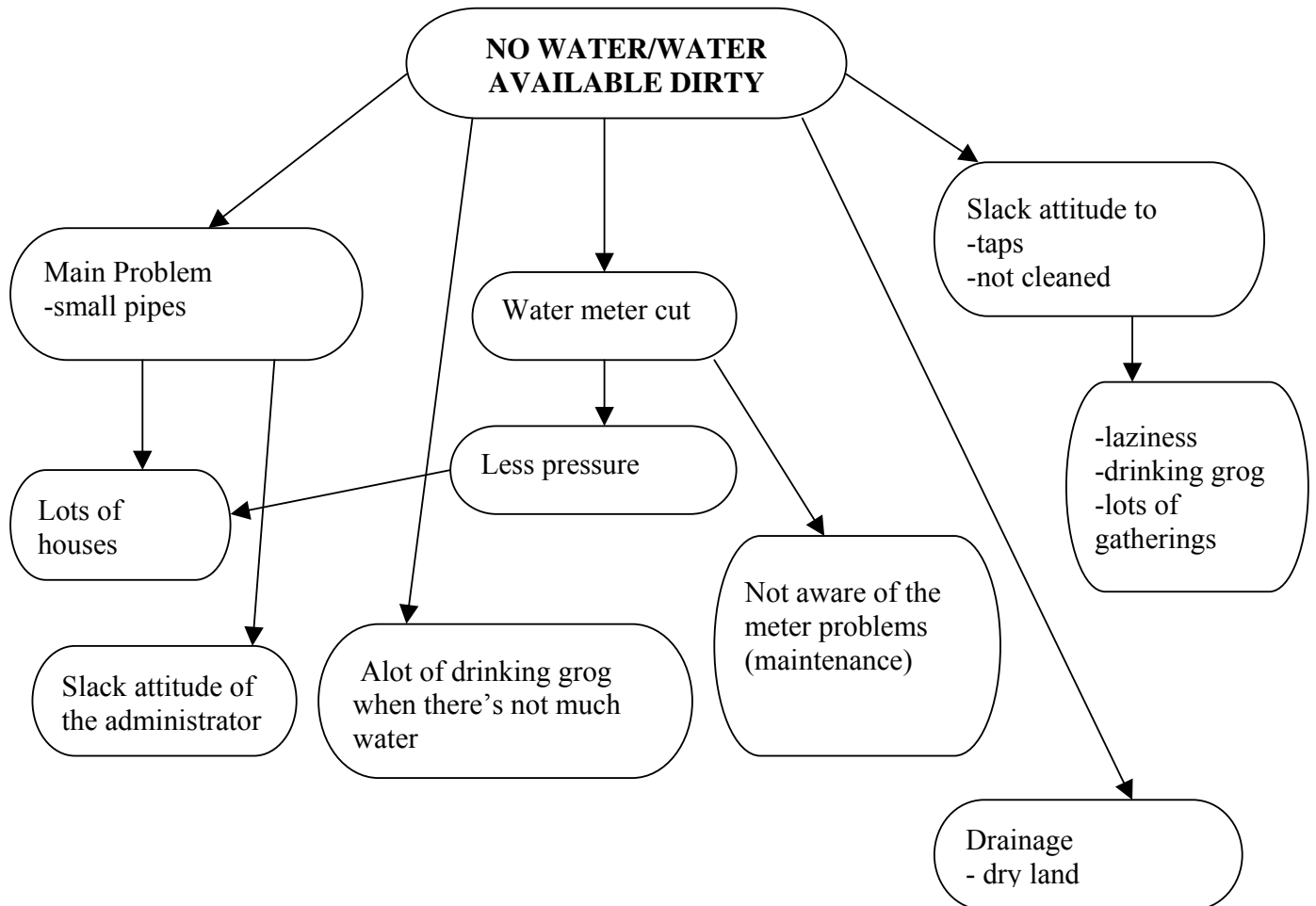
## 16. ROOT CAUSES

### Group 1

What are problems in the rubbish dump ?  
Why don't you classify the rubbish ?

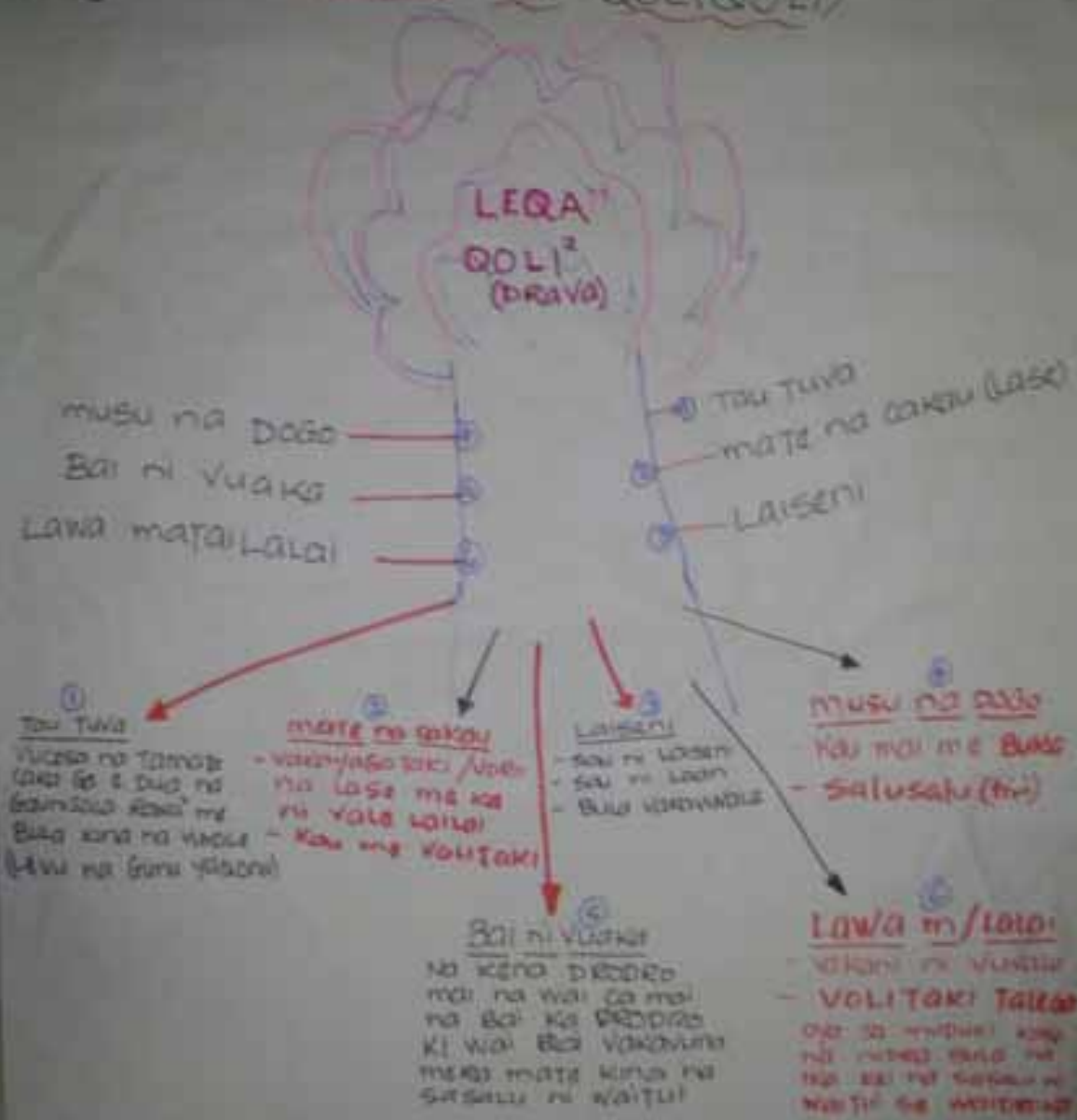


**Group 2**  
**ROOT CAUSE**



NO 3

# WAKATU NI LEQA (DRAVA NI QOLIQOLI)





## **17. PROBLEMS AND PRIOTIZATION**

### **PROBLEMS IN THE VILLAGE**

#### **Group 1 - Vunisinu Men**

##### **FAMILY**

1. Financial constraints
2. Poor Relationships
3. Lack of advisors
4. Too much gossiping

##### **CLAN**

1. Poor leadership qualities
2. Poor relationships
3. Lack of love towards one another
4. Meetings rarely held to discuss things

##### **VILLAGE**

1. Failure to respect leaders views
2. Rarely visit village headman to discuss problems
3. Too proud and not humble
4. Poor relaying of messages... or giving false messages
5. No proper rubbish dump
6. Water problem
7. Toilet problem
8. Not working together as a unit
9. Always pointing a finger at each other, never helpful
10. Isn't honest
11. Lack of farms
12. Problem of stealing
13. Too much law breaking

## **Group 2**

### **PRIORITISING PROBLEMS IN THE VILLAGE**

1. Following the wrong crowd (excessive grog drinkers)
2. Failure to respect each others views (husbands and wives)
3. Too much taking money on credit (never paying back)
4. Too much gossiping – among the women
5. Not going to church
6. too much housebreaking, shameful to the villager members
7. Stealing from visitors that visits the village
8. Other youths entering our village
9. Food problems, no farming
10. Defacto relationships, children born under wedlock
11. Animals spoiling the farms (does not take care of animals)
12. No proper rubbish dump
13. Big water problem
14. Too much drinking of alcohol – drunkards
15. Lots of young single folks

## **Group 3**

### **MAJOR PROBLEMS**

1. Lack of advise
2. Poor leadership
3. Rarely getting advice from village headman
4. Health problem
5. Land problem
6. Church problem

#### **Group 4**

##### **PROBLEMS FOUND IN NALASE VILLAGE**

###### **FAMILY**

1. Family does not put Christ first
2. Failure to respect others views
3. Littering
4. Poor budgeting
5. Children not given nutritious food
6. Roles of family members not clear

###### **VILLAGE**

1. Sending children to dump rubbish – unsupervised
2. Poor drainage system in the village
3. Lack of water
4. No proper place for rubbish dump and pigsty
5. Rubbish not classified like cans, bottles plastic, food waste
6. Lack of training for youth regarding healthy living and healthy environment

#### **Group 5**

##### **MAJOR PROBLEMS**

1. Water problem within the village
2. Smoking marijuana
3. Housebreaking
4. Lack of respect for others
5. Outside youths entering our village
6. A lot of non church goers

## 18. WATER MANAGEMENT

### Group 1

PROBLEM	SOLUTION	INPUT	OUTPUT	TIME
1. Small pipe lines	Thank you Water Supply for laying big pipe lines	Villagers to the Water Supply	Villagers will be happy when their needs/dreams are fulfilled	Now onwards
2. Dirty water	Boil before drinking	Individuals	Healthy living and no sickness	Now
3. When pipes break or leak	Get in touch with the R.W.S.	Village spokesman to the R.W.S.	Not to run out of water	When it happens
4. Cutting of water meter in households	Pay up water bills (budget for water)	Head of the household	So the family can survive	When it happens

### Group 2

PROBLEM	SOLUTION	INPUT	OUTPUT	TIME
1. No water	Proper gutterings from house to the tanks	Village spokesman, government (RWS)	Lots of water	Now
2. Dirty water	Strain and boil	Us	Healthy and clean living	Now
3. Abusing of water	Use water wisely	Us	No water problem	Now
4. Overgrown weeds around the water resource	Clear weeds		Able to get water	Now
5. Use of weedicide	Weed using knife		Healthy due to clean water from source	Now

### Group 3

#### WATER MANAGEMENT – VUNISINU

##### PROBLEM OF WATER

PROBLEM	SOLUTION	INPUT	OUTPUT	TIME
Lack of water (little)	1. Watch out for when water leaks or is available	Us	So family can survive	Now
	2. Try to have a water tank for each family – collect rain water	Buy it for family, father not to drink grog	So family can survive	Now
	3. Get a main water tank in the middle of the village and all pipes from each household to go straight to the tank	Village	For the survival of the whole village	Now
Dirty water	1. Boil drinking water	Individuals	Healthy living and healthy family	Now
	2. Don't litter water	We the participants	Healthy living and healthy environment	Now
	3. Don't use weedicides	Individuals, district, province	Clean water	After this workshop
	4. Don't bury plastic and tins and cans	Individuals	Clean water	After this workshop

### Group 3

#### WATER MANAGEMENT – NALASE

PROBLEM	SOLUTION	INPUT	OUTPUT	TIME
1. Less water pressure	Have bigger pipe lines	<ul style="list-style-type: none"> <li>➤ Village spokesman</li> <li>➤ District/Province</li> <li>➤ Government (water supply)</li> </ul>	Proper flow of water	Now
2. Dirty drinking water	Cleaning the pipes and keeping the water source clean	Individuals	Clean and healthy living	Whenever water is dirty
3. Mosquitoes (rain water)	<ul style="list-style-type: none"> <li>➤ Keep in a safe place with lid closed</li> <li>➤ Bottle it</li> </ul>	Individuals	Clean living and no sickness that are caused by mosquitoes - dengue	Now
4. Forget the way we got water from the past	<ul style="list-style-type: none"> <li>➤ Cleaning water source</li> <li>➤ Teach children and everyone in the village</li> </ul>	<ul style="list-style-type: none"> <li>➤ Us</li> <li>➤ Those who have the know how</li> </ul>	<ul style="list-style-type: none"> <li>➤ More water resources when there is lack of water</li> <li>➤ So the future generation will know</li> </ul>	Now

# **WATER MANAGEMENT**

## **Group 1 – Nukui**

### **WATER MANAGEMENT**

#### Old Sources of Water

1. Rain water
2. Pond
3. coconut/sugarcane/oranges/mango etc

#### Sources of Water now

1. Pipes
2. Coconut/sugarcane
3. seawater e.g. wash sacks, nets, etc

One of the reasons for this workshop this week is for us to plant alot of fruits to help us when we face water shortage. We can just drink juices from fruits that we grow like mangoes, coconuts, sugarcane, etc.

## **Group 2**

### **WATER MANAGEMENT**

#### Old water sources

1. Well
  - Drinking
  - Washing
  - Bathing
  - Cooking
2. Swamp
  - washing
  - bathing
  - cooking
3. Rain water
  - washing
  - drinking
  - bathing
  - cooking

#### 4. Streams

- bathing
- washing
- cooking

#### Nowadays

##### 1. Pipes (taps)

- Drinking water from Kalabu
- Cooking
- Bathing
- Washing

##### 2. Rain water

- Cooking
- Bathing
- Drinking water (boil)
- Cleaning toilets

### Group 3

#### WATER MANAGEMENT

##### BEFORE

###### \*WELL

(Vivitu, Nacegatu, Natukuna)

USE :

-Cooking

-bathing

-washing

when the tide is out.

\*Find that there are no sickness  
when drinking from well

\*When there is no water, usually  
cut the 'wa lai' plant to squeeze out  
juice to drink

##### NOW

\*Large water pipes from Kalavu, Laqere  
– fill in reservoir – not paid

\*Water used in households are from cement  
tanks or reservoir

\*Water pipes were then laid from Waila,  
Nausori to each individual houses in the village  
with water meters installed

\*Treated water they found caused sickness



#### **Group 4**

##### **WATER MANAGEMENT**

##### **WATER SOURCES – NADROGA**

###### **VILLAGE – VATULELE ISLAND**

1. Some wells used by our forefathers are still in use nowadays
2. Then they made cement tanks in every house to cater for drinking and cooking

###### **VILLAGE – RAIWAQA (Mere)**

1. Tap water comes direct from the interior (forest) - (water never runs dry) healthy water
2. Small streams within the village
3. Rivers – washing, bathing (sand and gravel) – Sigatoka river

###### **VILLAGE – NUBUYANITU (Miri)**

1. Piped Water source - springs surrounded by large rocks within the forest – drinking (animals not allowed there (never runs dry)
  - a. When men go into the forests to plant, they cut specific plants to squeeze and drink its juice
2. Large river flowing next to village (sand and gravel). Use for washing and bathing.

#### **Group 5**

##### **WATER PROBLEM – VUNISINU**

PROBLEM	OBJECTIVE	POLICY	SOLUTION
Lack of water	Have a normal/better flow of water by next year  One water tank per family or household, village	No misuse of water  Keep water meters safe  Use water in tanks wisely	Raise in village meetings and district council meetings – funding look to IWP

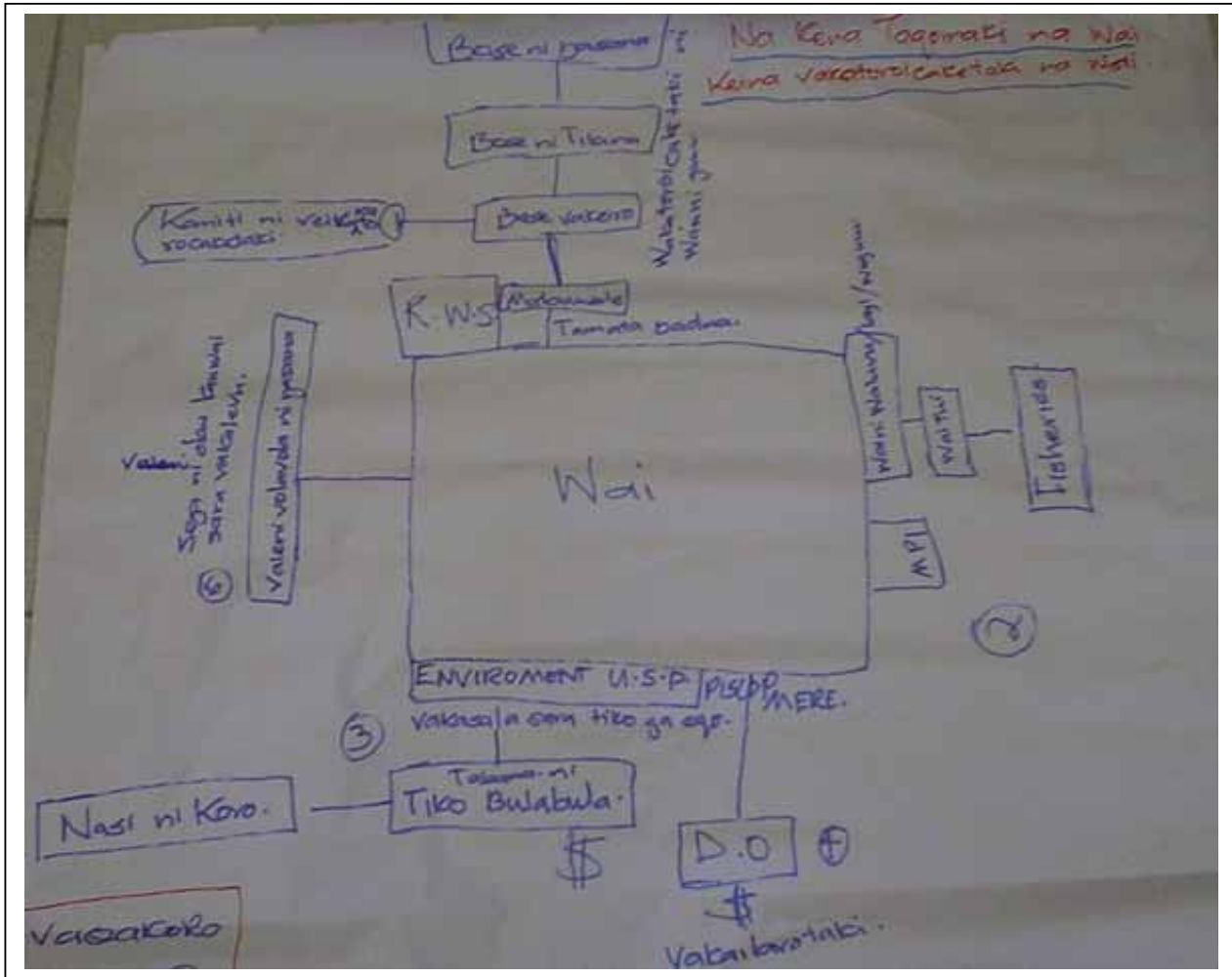
### **Group 6**

1. WATER PROBLEM :  
No water  
Lack of water
2. GOALS AND OBJECTIVES :  
As it's evident that Rewa Water Supply is laying out big water pipes, we expect normal water flow by 2005
3. POLICY :  
Install water meters  
Pay water bills on time  
Do not misuse water  
Do not abuse water
4. SOLUTION :  
Village council meeting  
District council meeting  
Provincial council meeting  
Government – P.W. D. Rewa Water Supply

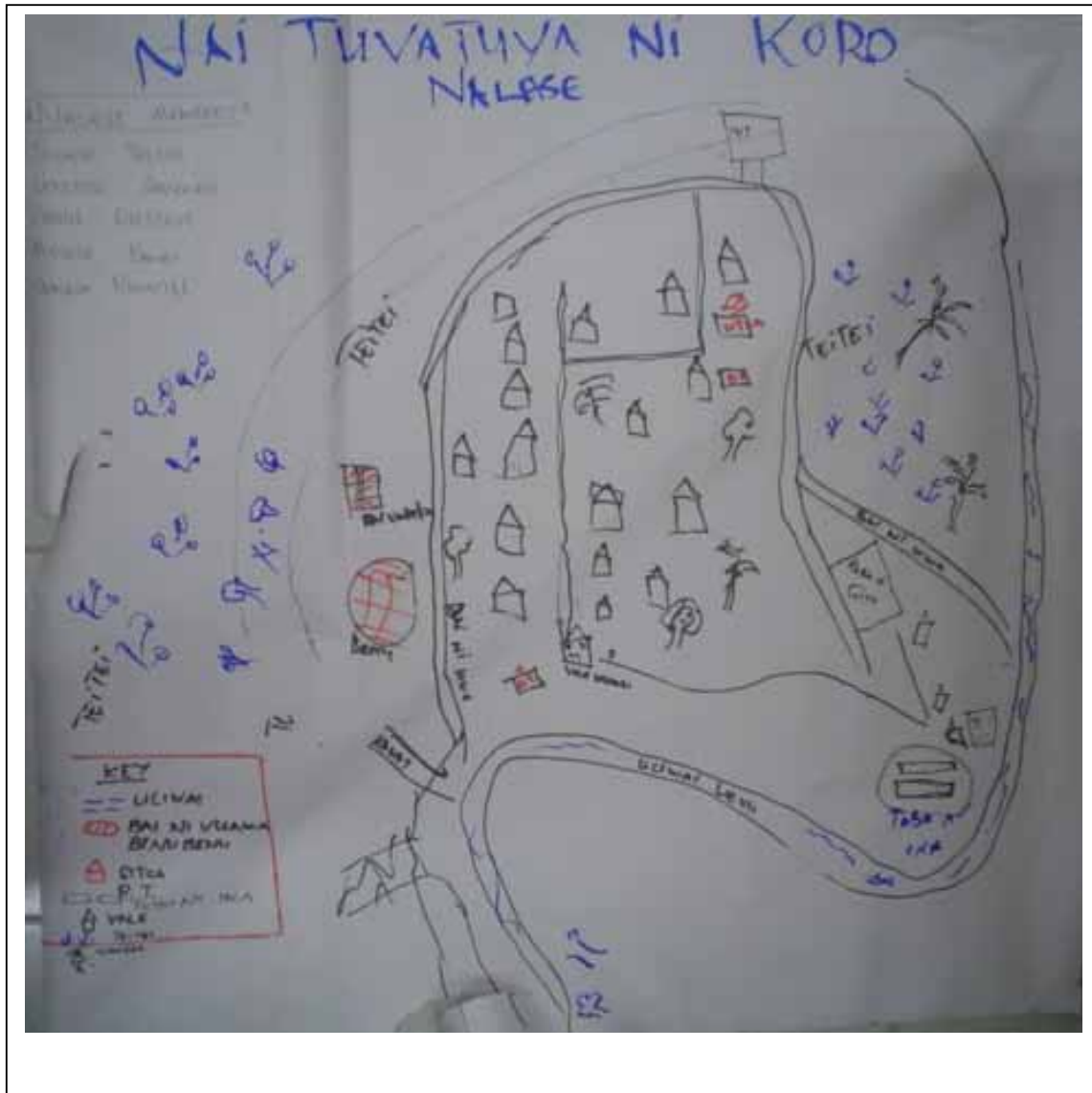
### **Group 7**

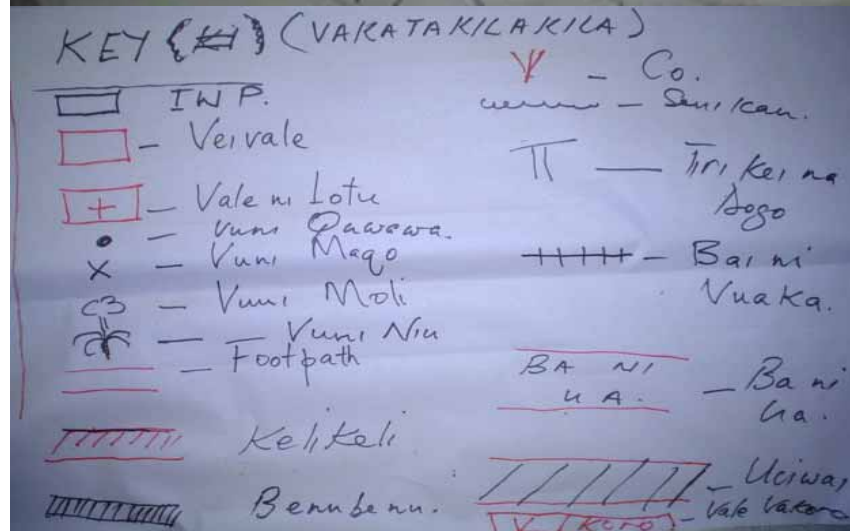
1. WATER PROBLEM  
Small water pipes  
Old water pipes
2. OBJECTIVE  
We hope to meet our needs by mid 2005
3. POLICY  
Prosecute those who break rules
4. SOLUTION  
One water meter per household  
Follow instructions given by Water Supply  
Have a village meeting and discuss the issue of having one water tank per family

## 19. COMMUNITY RESOURCE MAPPING



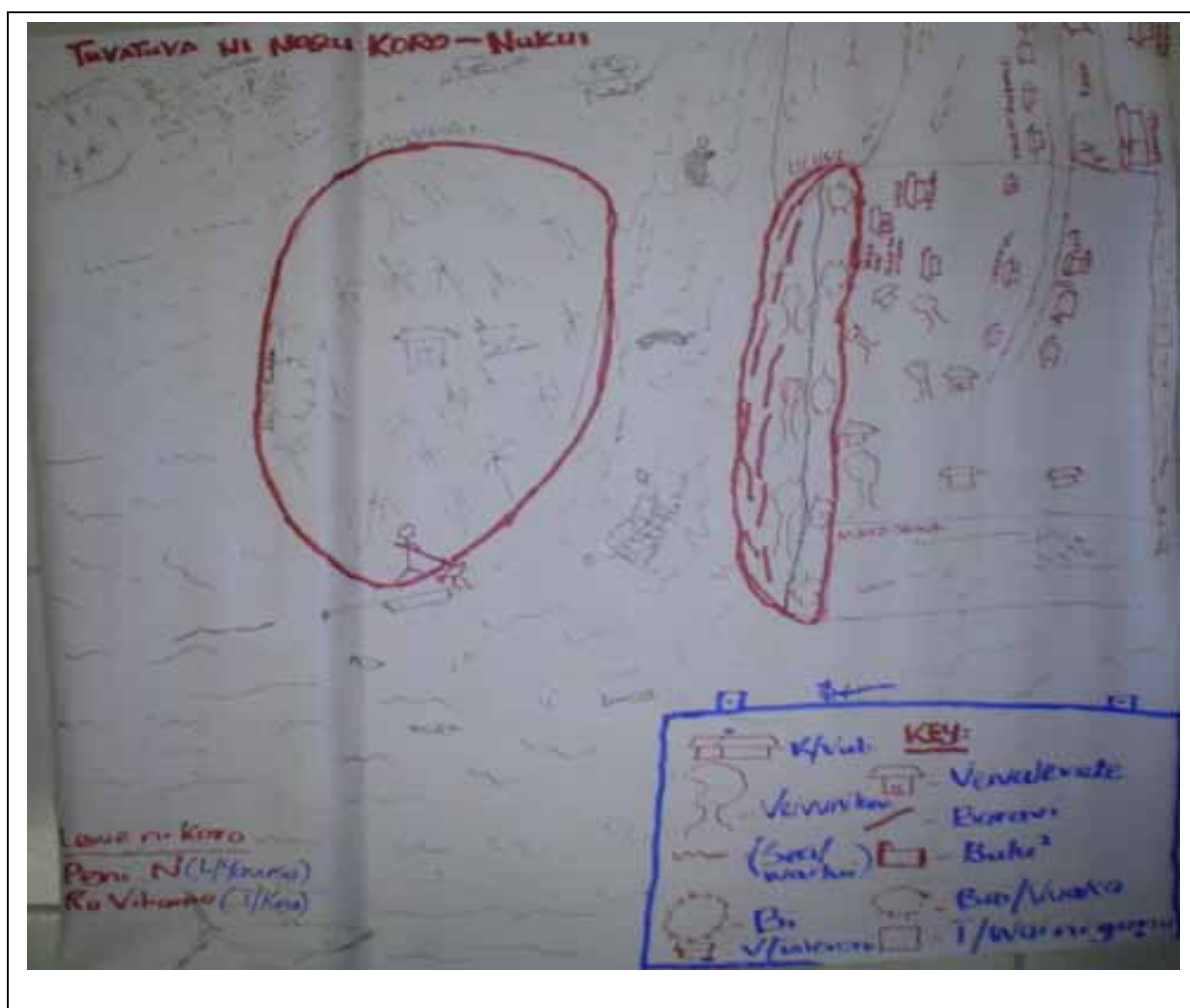
## 20. STAKEHOLDER ANALYSIS





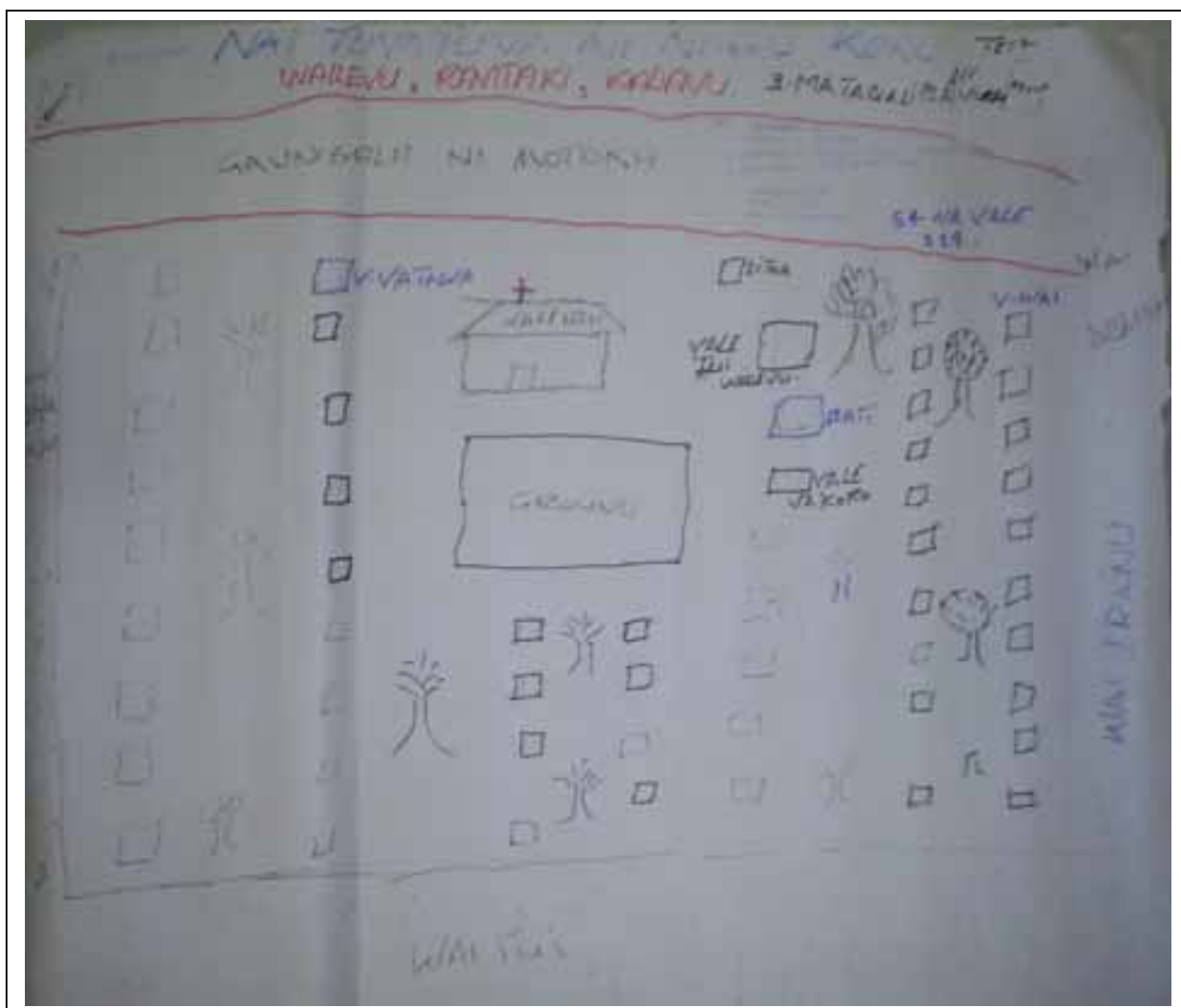












## **Annex 4: Feedback**

**22 July, 2004**

### **Group 1**

1. Good programme as shown by the good turnout.
2. Thanks to the Trainers and Facilitators for successfully running this wonderful workshop.
3. Ask the Coordinators for a clear breakdown of the topic covered - rubbish (Stakeholder Analysis for the waste management).
4. We enjoyed the lunch.

### **Group 2**

1. An excellent performance by the Trainers during the morning session.
2. The Trainers after lunch, were not very clear and it would be appreciated if they speak out loud.
3. Too much gossiping during group discussion.
4. We've learnt a lot from the Facilitators and Trainers from yesterdays programme.
5. The food and the dessert were very good – the smiling faces of those that prepared it made it exceptionally enjoyable.

### **Group 3**

1. We like the programme on the first day (Monday)
2. We were happy because we learned things that we were not aware of.
3. The workshop should end properly so that the facilitators can have a chance to involve all the participants.
4. We thank those people from Wailumu for the great lunch they prepared.
5. Coordinators should make themselves clear on the topic they cover especially from English to Fijian.
6. We want to thank the Lord for keeping us safe since yesterday.

23<sup>rd</sup> July, 2004

Group 1 (Men's Group)

1. Good workshop. Participants and Trainers were very healthy.
2. Lots of late comers.
3. Reminder for the woman to pick up rubbish after class as discussed.
4. Newcomers were neglected, they were ashamed.
5. Good food (Wailumu ladies).
6. Facilitators and Trainers should be asked first for the food they eat.
7. Lots of noise arises during classes.

Group 2 (Ladies) – Morning Session

1. Very thankful to the Coordinator and the Trainers for their appearance.
2. Facilitators should make themselves clear during their presentation.
3. Participants to ask questions relates to the topic we cover. Do not ask stupid questions.
4. Yesterdays lunch was very good, we should have ½ hr lunch.
5. After lunch was very good regarding wise budgeting.
6. If Kava could be minimise during the workshop.
7. Facilitators should not be disturbed during his/her presentation.

Group 3

We are very thankful to the Lord for giving us a very kindful heart of forgiveness.

1. We liked yesterdays programme, we like it more than the Monday's programme.
2. Coordinators and Facilitators were well behaved and respectful which we all liked.
3. Asking for forgiveness that we always standing up during presentation.
4. Participants asking questions that does not relate with the topics covered. It is a waste of time.
5. Topics should be completed on the same day.
6. Happy with the food prepared by the Wailumu ladies and the smiling faces.
7. Request the Facilitators to be specific with the topics they teach.

24<sup>th</sup> July 2004

Group 1

1. Thank God for keeping us safe from yesterday.
2. Good performance from the Trainers and Facilitators.
3. Make use of our police.
4. Good performance in the class and also from the Ladies of Wailumu.
5. Wonderful lunch yesterday.
6. Coming towards the end of the workshop, we found that our relationship is getting stronger and sweeter.
7. Some of the facilitators did not finish the class.
8. Good time management.

Group 2

1. Thanking God for his guidance that allows everyone to be back after yesterday's programme.
2. Trainers and Facilitators were well and healthy.
3. After lunch yesterday, the hall was empty, we want to ask who gave the permission for them to leave.
4. We noticed that when they were asked by the Trainers and Coordinators where they want to go?
5. Do not ask stupid questions. Follow the rules laid for this workshop.
6. We want to thank the ladies from Wailumu for the preparation of food and its improving all the time.

Group 3

1. Topic and explanation were good and clear.
2. Aim of the workshop was good.
3. Good relationship amongst participants.
4. Some of the points raised we should do it ourselves.
5. Facilitators were tired and lazy after heavy lunch.
6. Good lunch.
7. Very thankful that the workshop started with a prayer and ends with a prayer.